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Successful Approaches to Remediation of Reading Difficulties.
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Activities used with intermediate-grade students who have reading difficulties are presented, and suggestions for building interest and motivation are listed. Included are (1) motor development exercises such as practice in coloring, drawing, and tracing; (2) activities such as various listening games which are designed to improve auditory perception and listening skills; and (3) reading comprehension exercises which emphasize following directions, grasping the main idea, and locating supporting details. Study skills activities include planning a schedule, improving concentration, utilizing SQ3R techniques, and taking exams. Methods used in developing sight vocabulary and word analysis skills are also presented. (RT)

ED032189

Successful Approaches
To
Remediation of Reading Difficulties

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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RE001 814

Division of Instruction
Department of Special Program Development
Columbus Public Schools
Columbus, Ohio

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INTRODUCTION

This book is the result of the work of a committee of intermediate language development teachers to become better able to serve children with reading difficulties.

It represents the culmination of group meetings, research, inservice meetings and classroom activities, and is dedicated to all teachers who strive to make learning meaningful for children.

No attempt is made to list the names of all the teachers who contributed to this publication. However, deep appreciation is extended to those assigned to the Reading Improvement Program during the 1967-68 school year.

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MOTIVATION

MOTIVATION

Developing and Broadening Interest in Reading

1. Ask each new child in your class to fill out an Interest Inventory to give you insight into the types of books and materials which might appeal to each child.
2. Let the children (especially boys) be the ones who run the tape recorder, overhead projector, or turn the film strip projector for you.
3. Let children help place books and magazines on shelves, hoping that in handling the materials they will find something of particular interest to them.
4. Make an effort to find some time for an informal chat with each child. Ask him to help you in some way, such as dusting shelves, moving or checking out books, or talk with him while on yard or lunch duty.
5. Let a student be in charge of distributing books, collecting materials, timing other students, etc..
6. Let the children take turns at being "teacher" occasionally, calling the words on the sight-word "Bingo" games or directing other reading activities.
7. Let a child plan and arrange a reading bulletin board.
8. Have the children score their papers and keep individual graphs to chart their progress to give them visual proof of their improvement.
9. Take children to the neighborhood library for a library card, books, to meet the librarian, to learn how to find and select books, or to read in a quiet corner.
10. Write letters to authors of favorite books, requesting information or a picture.
11. Make a mural or bulletin board to illustrate an interesting story or area of study.
12. Have a child bring in one of his favorite records. Play it over and over and write down the words to read and learn.
13. When doing workbook exercises, let the student:
    (a) answer orally
    (b) write the answers on the board
    (c) read the question and pick someone else to answer
    (d) choose the person to do the next item.

14. Let the children work together or individually, on building a model car, boat, or airplane according to the diagrams and directions.
15. Look at magazines or a newspaper together, discussing what makes certain parts or articles more appealing and interesting than others.
16. Give a book report by writing in newspaper fashion - headlines, facts, and plot.
17. Let children using programmed materials work in pairs occasionally, reading aloud and testing each other.
18. Discuss with the children what they might like to do or be when they grow up. Ask them to name words that would be connected with their occupation and list these on a chart. Use the words in a future reading or writing lesson.
19. Re-write a favorite story together in comic-book fashion.
20. Children read into tape recorder. Play back and discuss ways in which they might improve their oral reading.
21. Tape record the children's reading of a favorite story and then have them follow along silently as it is re-played.
22. Teacher reads story into recorder before class. Children listen to story and follow along silently, then read orally with teacher's recording.
23. Use the tape recorder to interview a child, having him tell about something of interest to him. Type up the "story" and ditto. Surprise the child by using it as part of the class reading material the next day.
24. Show filmstrip, such as Enrichment Unit's "Casey at the Bat" or "Pecos Bill", once so children can read silently and check new vocabulary words. Then tape and play back along with film.
25. Let children read their parts of a play into tape recorder. Play back and pantomine.
26. Sounds of the Storyteller - pp. 44, 70, 78, 146, 150, 176, 204, 248 - "Here's a Picture for Storytelling". Tape-record reactions to picture or write group or individual stories. Then read and compare with original story. (All pictures are from books in the "Young Owl"or"Wise Owl" collections.)
27. Have children dictate, tape or write further adventures of a storybook character they have enjoyed. (i.e. - Mrs. Piggle-Wiggle, Flat Stanley, Pippi Longstocking)

28. Sounds of the Storyteller - pp. 10-11, 2[illegible]. Play record of the songs ("Getting to Know You", "I Whistle a Happy Tune", "Oh, What a Beautiful Morning"), then read as poems and sing along.
29. Open Highways # 6 - pp. 14-15. Copy the truck drivers' slang conversation on a chart. Tell the children it's a puzzle. When someone can read the whole paragraph without a single mistake, they can look up the solution in their book.
30. Read "A Picture Visit to the F.B.I.",(Open Highways #6 - pp. 290-300). Duplicate the finger print card and let each child fill out the information and make his fingerprints.
31. Collect single-picture cartoons about a certain topic (i.e. - teenagers' music or dress, women drivers). Cut off captions and have students write new ones - or re-match original ones.
32. Open Highways #6 - pp. 130-148 ("Cars of Yesterday") Read and make a list of automotive terms unfamilar to the children. Walk to a neighborhood gas station for more information.
33. Read "Four Limericks" by Edward Lear (Peacock Lane - p. 45). Then try writing limericks about the children in the group.
34. Find a simple recipe for cookies or candy. Have the children read and follow the directions.
35. Read and follow the directions for making invisible ink (Open Highways #4 - pp. 180-183) Let the children write secret messages to each other. You write a short list of sight words to be learned by each child and have them take the list home to make "visible" and study.
36. Read "How to Be a Good Defensive Player" and "Code of Signals for Basketball Officials" (Open Highways #4 - pp. 181-187) with a group of boys. Take boys and basketball to the gym and have them demonstrate the various shots and maneuvers. Let them take turns giving a referee's signal. Others must identify it and read what is said about it in the book.
37. Cut some colored pictures of sports figures out of Sports Illustrated or other magazines. Mount them on a bulletin board along with a list of related vocabulary words. Write group or individual stories about them, then ditto and distribute to class members for a reading lesson.
38. Open Highways #4 - pp. 417-423 ("Dinosaurs") Read this story as well as library books on dinosaurs. Let each child choose

his "favorite" and be prepared to tell five interesting things about it that he found in his reading. Draw pictures of them to be placed on a large mural. "Invent" a new dinosaur with a long, but pronuncable name and write a description of it.

39. Read a story to or with the children and show related movie (i.e. - Homer Price and the movie "The Doughnut Machine")
40. For upper grade girls, re-write articles from fashion magazines on good grooming or hair and clothing styles. Use the magazine pictures on your charts or booklets.
41. Get a book of magic tricks from the library. Re-write the directions for each trick using the Dolch words. When someone can read the instructions with no mistakes, the group may try the magic trick. A good follow-up would be Open Highways #4 - pp. 309-323. ("A Magic Show for Your Friends")
42. Read joke or riddle books with pupils who shy away from books with lots of words. The humor, short selections, illustrations and wide spacing on the pages should appeal to these children.
43. Read samples of Haiku poetry to the children. Let them write some poems together, then try their own.
44. Read stories and show filmstrips of Paul Bunyan, Pecos Bill, or other tall-tale heroes. Discuss origin and characteristics of tall-tales and have children create their own outrageous chapters about these men.
45. Read the stories in Who Cares! All five are of high interest and provide opportunities for good group discussion. The third and fifth story are excellent for dramatization, the second for choral reading.
46. Select books on space travel, sports, science fiction, or any other area of high interest. Re-write the material on charts or in a dittoed story for the poorer readers.
47. Write to a pen-pal at another Columbus city school.
48. Use a skit written in easy vocabulary. Children must read parts several times to learn them. Re-write a more difficult play if necessary.
49. Open Highways #4 - pp. 184-197 Read "The S.O.S. Adventure" and "Morse Code". Let children decode riddles on page 197 and write their own messages in code.

50. Read from a music book if you have a poor reader who likes music a lot. Then sing the songs together.

51. Spend a day on a Make-it - Take-it workshop, with the children making their own sets of word cards and games to use at home.

52. Bring in old copies of popular magazines which children may take home or back to class to read.

53. Read a chapter from a good book which the children could read successfully. Then put the book back on the shelf and let them check it out and finish it on their own.

54. Read cartoons in Open Highways #4, 5, and 6. Let children make up their own cartoons and captions to tell an amusing part of a story they read or heard.

55. Work Batman, Maxwell Smart, Chicken Man or any current favorite into a bulletin board and reading lesson.

56. Discuss current events with a student. Help him to read a short newspaper article. Have the child go through and mark certain sight words he has been working on. Together, re-write the article on chart paper, using sight vocabulary. Perhaps he could report on the article in his own classroom.

57. Give a puppet show, using puppets the children have made. Take the script from a book which was popular with the children, re-writing it in easy vocabulary.

58. Have a poetry hour, with you reading to the children and them reading their favorites to you.

59. Use 2nd and 3rd grade science books for reading lessons. These books are heavy on sight vocabulary and are more appealing to older children than primary reading books.

60. Make toys, books, or games for hospitalized children.

MOTOR ACTIVITIES

READING RELATED MOTOR-DEVELOPMENT ACTIVITIES

Spatial Relationships and Position in Space

Some children have trouble perceiving the relationship of an object to themselves or parts of themselves to other parts. For example, where their knees are in relation to their arms; how to be behind a desk or beside it, and right arm from left arm. In reading, these children have difficulty distinguishing or confuse b for d, p for q, on for no, etc..

1. Action exercise: Stress awareness of and exercise of body part: such as games in which children must pretend they are an animal. (For older children call it a pantomine.)
2. Action exercise: Activities which cause the child to become aware of where his various parts are in relation to other parts. Examples: Put left hand below left knee; put left hand behind left knee; grasp your elbows, your knees, your ankles, etc.. (For older children perhaps the new Twister game would be good.)
3. Action exercise: Teacher gives child directions to follow. Examples: Stand in front of the desk, beside it, behind it. Make a game of this.

Motor development is of high importance in learning to read for some children and should be given more consideration. The following reading-related activities could be used:

1. coloring
2. cutting with scissors
3. drawing lines and circles
4. tracing
5. pasting
6. folding
7. drawing lines between objects
8. handling cards

The teacher may have the children practice tracing exercises at the blackboard. The child may be asked to draw a horizontal line from a point to the left of him to a point to the right of him. If the child changes the piece of chalk to the other hand when he reaches the mid-point directly in front of him, he probably has visual-motor perception difficulties. He should be given practice at this until he can cross his mid-line and go on to the other point using one hand.

Child is given a piece of cardboard size 3" x 3". On it, a marble is placed. He tries to walk around the entire room without the marble falling off.

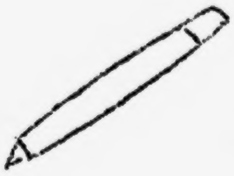
Throw bean bags for motor development.

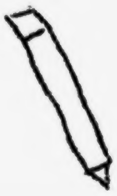
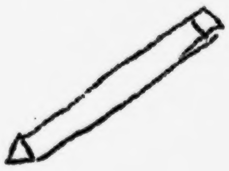
Use balance and twist boards which are available through the physical education department.

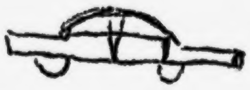
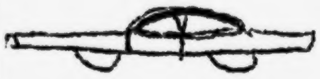
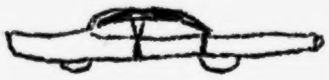
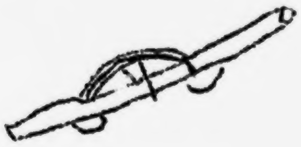
Children who have trouble perceiving the relation of one part of their body to the other may:

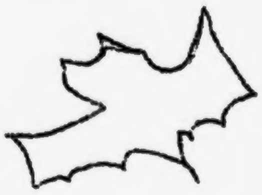
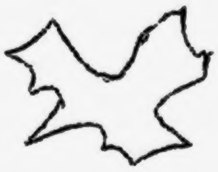
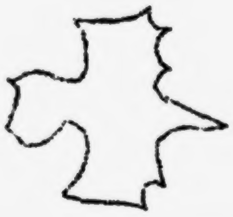
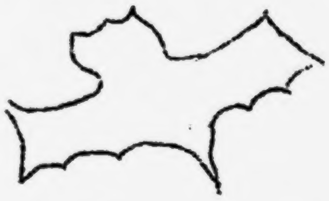
1. Play the new Twister game.
2. Pantomine with Simon says -
   (a) Walk like a bear
   (b) Crow like a rooster
   (c) Waddle like a duck, etc..
3. Play Hands On:
   (a) Song of Heads, Shoulders, Knees and Toes:
   Hands on hips, hands on ears, hands on head, faster and faster eliminating when one makes a mistake.
4. Use finger plays
   Heer, Learning Activities for Reading, Chapter 18, pages 46-49.

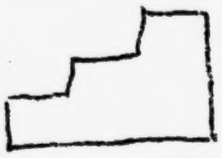
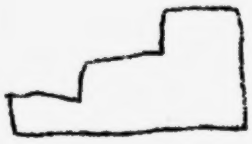
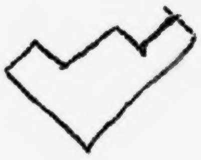
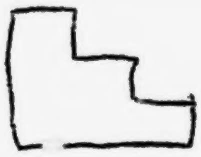
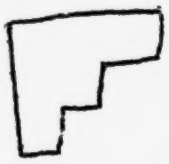
Look at each row of pictures. Find the first picture, which is in the box. Then find another picture in that row that is exactly the same position. Circle it.

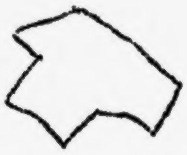
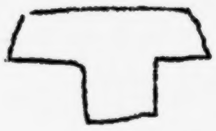
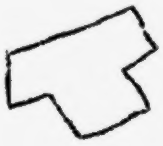
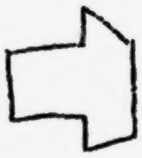
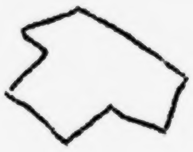


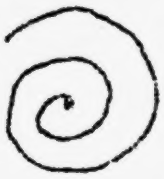
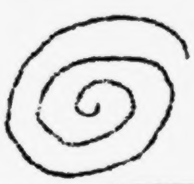
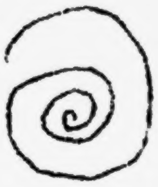
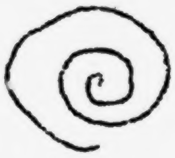
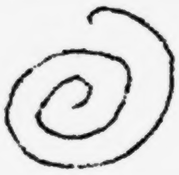



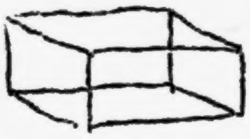
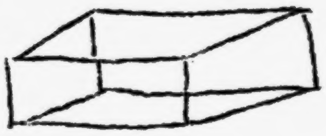
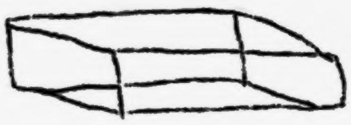





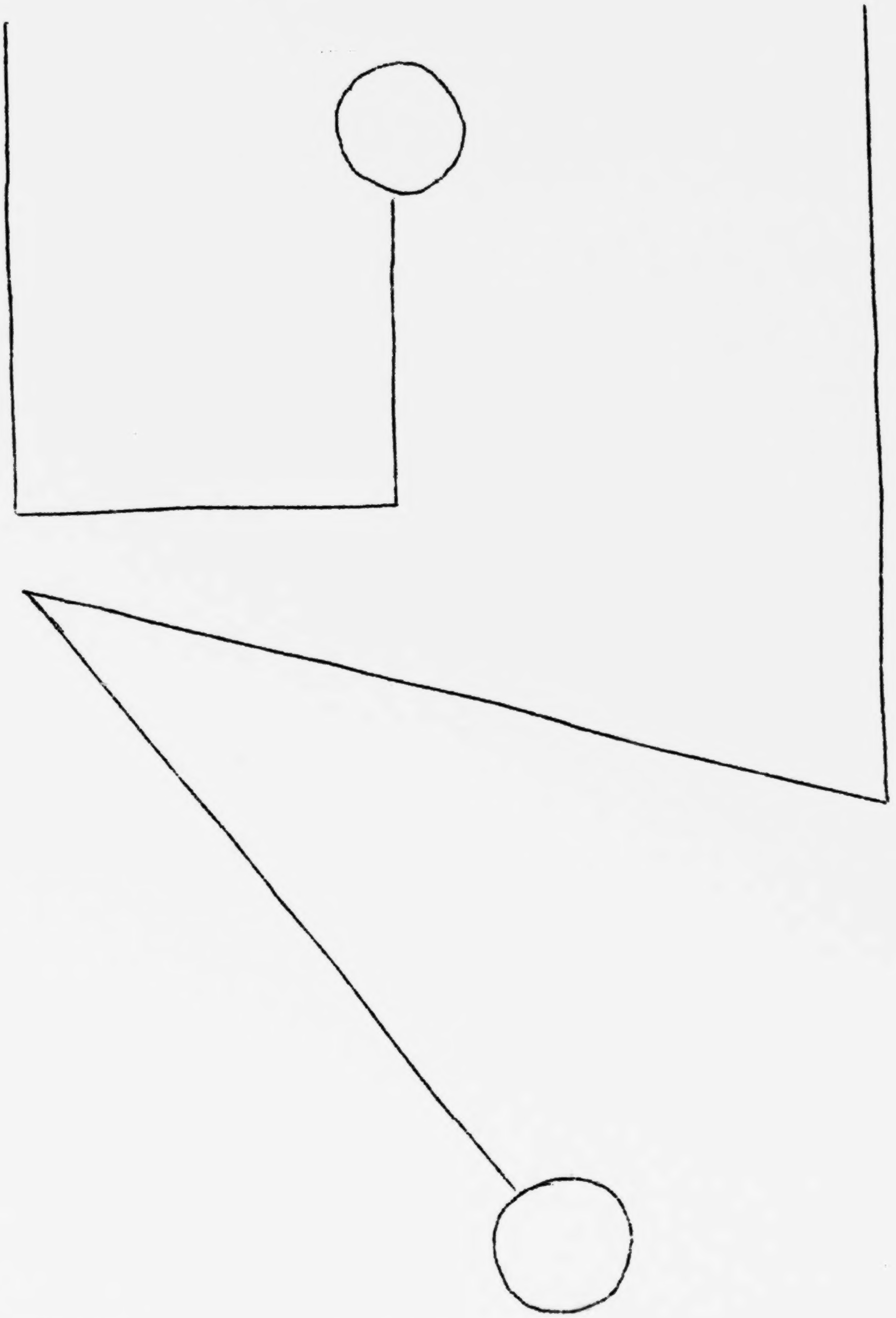






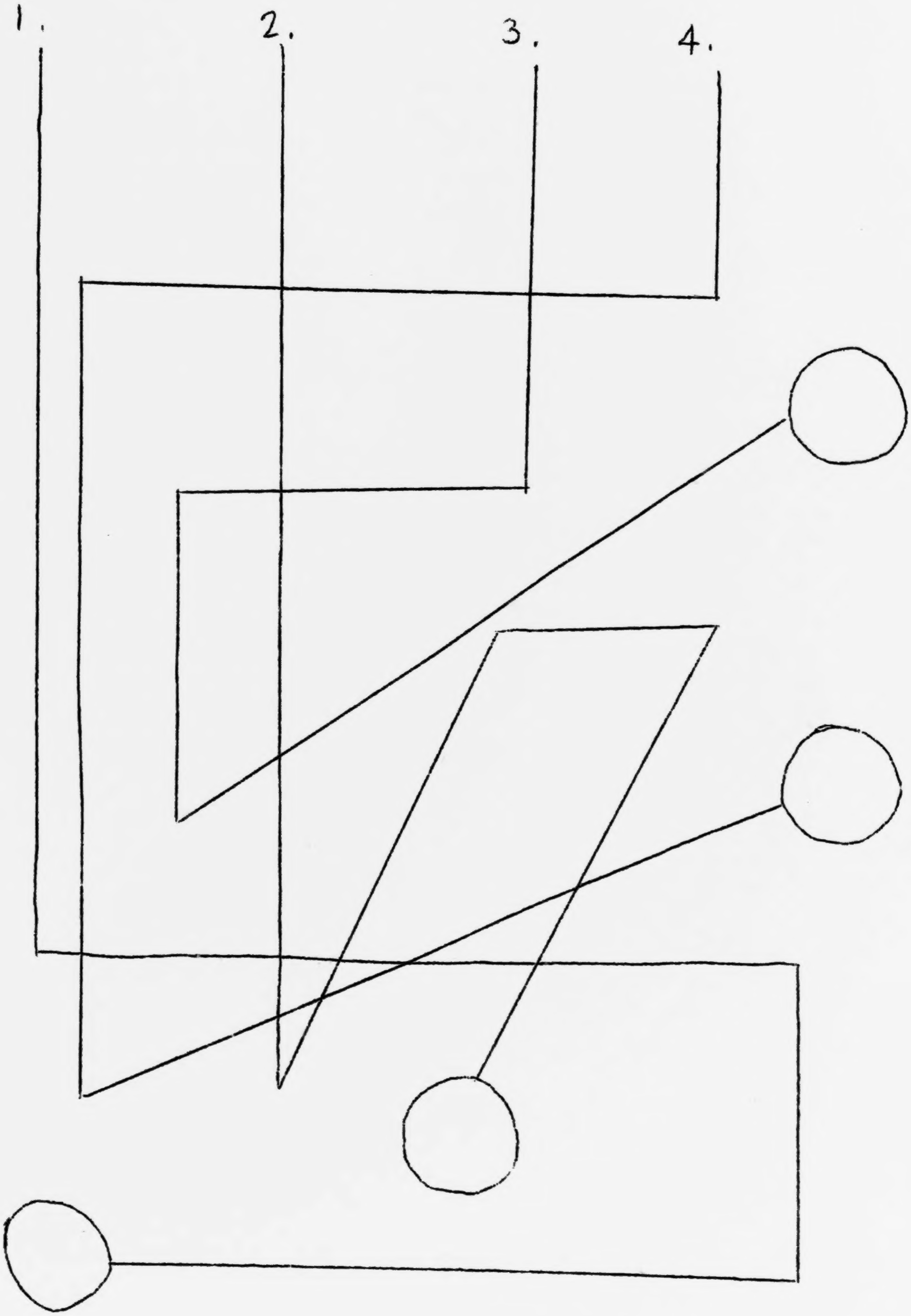




The following motor-visual activity was suggested by Dr. Charles B. Huelsman at Ohio State University: Tracking - The child is asked to trace a line from one given point to another. The exercises become increasingly more difficult. Examples follow. Dr. Huelsman has found these exercises very helpful for children with perception difficulties.

1.

2.




1.
2.
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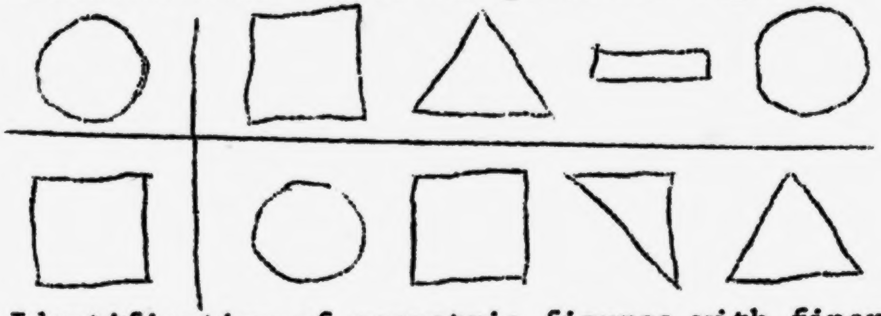
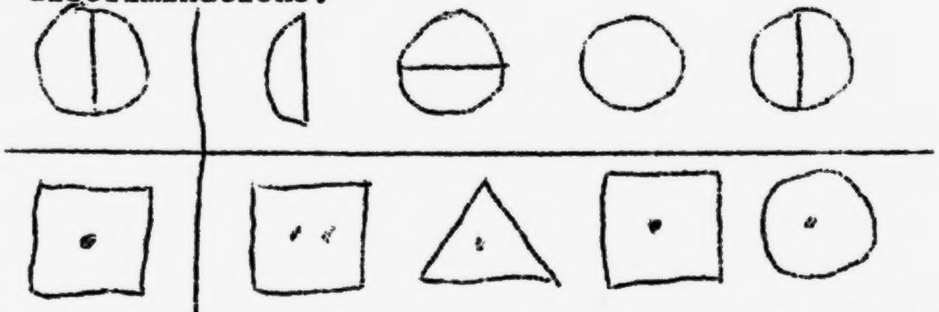
VISUAL DISCRIMINATION

VISUAL DISCRIMINATION

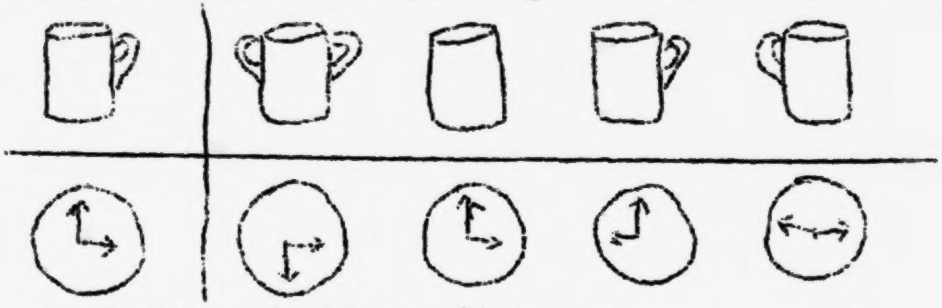
1. Reading readiness workbooks for first graders give excellent practice for progressive development in making finer and finer discriminations.
2. Arthur Heilman in Teaching Reading. Columbus, Ohio: Charles E. Merrill Books, Inc., 1961, lists the developmental steps in visual discrimination at level I:
    1. Identification of similar geometric figures.



    2. Identification of geometric figures with finer discriminations.



    3. Identification of common objects with slight differences.



    4. Recognition of similar digits.

9	8	6	9	3	
51	31	15	11	51	

    5. Identification of letters and small words.

M	N	W	M	Z	U
WHO	HOW	WON	WHO	WHA	

6. Finding a given letter in words of a sentence.

a	a small black ant ate it all.
l	a small lady led the lads.

7. Finding identical elements at the beginnings of words.

shall	Sally	shot	hall	shut
from	frog	flap	fry	free

8. Finding identical elements at the end of a word.

hat	hit	hot	cat	has
home	come	cane	love	same

9. Recognizing word families.

hill	bell	mill	fill	call
ball	fall	pill	call	halt

3. The student is given a worksheet that has on it sentences with a word left out. To the right of the worksheet are words that students often confuse. The student places the correct word in the blank. Example:

   1. The policeman wants us to ________. spot
sopt
stop

4. Show children how to draw a box around words they confuse to see the shape of the word. Example:

   $\boxed{\text{that}}$, $\boxed{\text{than}}$, etc..

   Also, see Reading Aids Through The Grades, pp. 44-45

5. Discuss details of large pictures about the room. Use Picture Cards.

6. Give practice in recognizing likeness and differences in shapes, color and sizes. Jigsaw puzzles may be used, as well as small and large pictures.

7. The teacher draws geometric shapes on board, gives short exposure then covers it. Children reproduce on paper.

8. The teacher has a chart on which different shapes are pasted, and a bag of similar shapes (6 of each kind). Children find shapes and place in proper row on their paper to match those on chart.
9. Fill in the blanks:

   We will ______________ our hands.
   (clap, calp)

Name ______________________________ Date ____________________

Directions: In each column circle the words that are the same as the top word.

now	help	three
now	here	that
not	help	three
how	where	there

three	my	it
that	me	in
three	my	it
not	no	is

what	maid	where
what	made	who
want	make	what
where	maid	where

where	now	see
what	now	said
where	not	see
here	no	sees

Name ______________________________ Date ____________

Directions: Draw a line from each word on the left to the same word on the right.

run	run	for	house
gets	something	house	for
something	gets	get	get

you	me	see	who
me	I	who	the
I	you	the	see

is	the	get	not
the	is	not	for
get	get	for	get

not	not	see	go
that	run	go	father
run	that	father	see

Visual Discrimination of Letters

Assign each child a letter he confuses to circle each time it appears on a sheet of nonsense words such as these:

Hagoh tisib rehto that nom ihgot tu oroe dkdo akdeen dsa qtfor dod gnow lsoe ginyme disen ecne eh you hesemo dlo oepw odkfie dos qot em foold dnoces eht whost oksoe pqus zod lskfor eos dkngks owkslfl kdoel. Onglale slso dieks kdj fke.

Sidroe ynot ecoa sidle eoca ot meye cmea sh eeroht no en ot opu hnid skeew n rescalp dnot tsac sawh eld wohs sreoh la ldkfo nee dem.

Hdoolb asae urs sasoa reodkn kdk th kdoe ke eht daor sap ofhg mrom igno foun ieda aditlid uiff saurog kdoek sld.

Matching games may be developed to teach visual discrimination of capital and lower-case letters. Methods vary. Here are a few games:

1. Each child is given a set of five cards with letters. Leader shows a letter, child then holds up the matching one from set.
2. Multiple-choice sheets, similar to ones used in testing. Teacher holds up letter, gives its name, child repeats the name. Teacher lays letter face down, child then circle letter on paper.
3. Show a letter. Then permit children to locate the letter in a word on the board, on a picture chart with names, from pages in the book, or on sheets containing words.
4. Label five pockets at a time on a sheet of chart paper. The children may say their letters and place them in the correct pocket.
5. Place letters on board in random order. As the child says them they have the privilige of erasing them.
6. Pin or stick a letter to the blouse of several children. Spell a word and have the children arrange themselves to spell it.

For the child who confuses letters, such as b and d; b and p; etc.

1. Print the two letters on a number of file cards. Have the child put all the d's in one pile and all the b's in another. Time the child, and keep a record of his speed. Each time his speed and accuracy should improve. Each child who is having this type of problem should have his own pack of cards which are kept at the teacher's desk for this purpose.

2. Type a worksheet full of letters listed in random order. Have the child circle all of the b's as quickly as he can. Each day his time and accuracy should be improved. When he is doing very well on one letter, then have him work on the letter he is confusing this letter with.

3. Have the child go over a page from a magazine and circle with a red pen all the b's or p's, etc.
4. Circle the letters that are like the first letter:
   b/ b d b b d b d
5. Have the child cut out different sizes and colors of b from magazine ads. Paste all of these on a card.
6. Reading Aids Through The Grades - pp. 33-34.

Visual Discrimination of Words

For the child who constantly confuses words such as where and there, goes and does, etc. .

Exercises such as the following are good practice in visual discrimination. The child with many word confusions must learn to LOOK carefully at a word, and examine it from left-to-right, rather than to guess wildly from a general word shape.

Exercise I:

Circle all of the words that are like the first word.

pen/ pin pen pan pen pen hen pin

wander/ wander wonder wander wonderful

Exercise II:

At the top of the worksheet list some words that the children have had trouble with. At the bottom, list the same words in a mixed up order and with blank spaces for the letters where the most trouble occurs.

Example: (where gave many that
(g_ve ma_y __at __ere

Exercise III:

If a child makes many mistakes at the beginnings of words, such as confusing goes and does, that and what, etc., give exercises that call attention to word beginnings.

Example: Flash word cards for children. If they can pronounce the word correctly and tell whether the first letter is a vowel or consonant, he may give himself a point.

Exercise IV :

Any exercises in alphabetizing call attention to word beginnings. Making a dictionary is one such exercise.

Exercise V:

Type many sight words on a piece of paper, including two of the ones with which the child is having confusions. These two should be included many times, mixed in at random among the others. The child should be instructed to find and circle only one of these two words, every time he sees it.

Example: If child confuses where and there constantly, he might be asked to find and circle where everytime it appeared on this worksheet.

Example: (many where there on where of
(what see where the one there

Exercise VI:

Find all the wh words in a reading story. Circle all the wh words on a worksheet. Work on the wh sound. When the children have become completely saturated with wh words, then work on th words, following the same procedures.

Exercise VII:

Draw a line under the correct word:

(a) She said she would ____________________ it to him.
(give, gave)

Exercise VIII:

For a child making many errors at the beginnings of words it would be helpful to have him sort labeled pictures into alphabetical piles. This would require attention to initial word parts.

Exercise IX:

For beginning errors, use multiple choice questions such as this:

(a) The boy got in the _______________________.
(coat, goat, boat)

Exercise X:

To correct errors at word beginnings: Find every word that begins like shoe, and is something we can do.

share jump shave shout shop ship run shack

Exercise XI:

For initial errors, use multiple choice sentences such as this:

(a) The boy walked across the str__________._______________.
(bridge, strap, street)

Exercise XII:

Dr. Huelsman of the O.S.U. reading clinic calls the method he uses to straighten out word confusions s-s-s.

s - seeing
s - sounding
s - sensing

In other words:

1. Help the child in some way see the difference between the two words he confuses.
2. Help him hear in some way the difference between the two.
3. Help him to sense (understand) the difference in the meaning between the two by using the words in sentences.

Exercise XIII:

If a child makes many mistakes in the middle of words, he may need lots of phonetic training on vowels.

Exercise XIV:

For calling attention to middle word parts use exercises such as:

(a) The chickens were in their ______________________________.
(horse, house, hose)

Exercise XV:

For middle errors, tracing the words that are causing trouble, or copying them can help.

Exercise XVI:

Teach the child to always use context clues to see if his word makes sense in the sentence. This would work on word confusions, such as cot and cat, but not always on words such as when and then, which may be interchangable in some sentences.

Exercise XVII:

If a child makes many errors on word endings such as confusing they and then or calling wanted, wanting, work done on suffixes would be helpful.

Exercise XVIII:

A word ending difficulty exercise:

1. He played with a red b____________________.
(call, back, ball)

Exercise XIX:

For a child having difficulties on word endings:

(a) Find all the words that end like cat and mean something a person could buy:

mat, bat call came sat hat fat pat

Exercise XX:

For final errors in words, work done on using variant endings such as --er and --est is helpful.

Exercise XXI:

If a child is making many mistakes on word endings, work on phonoframs, such as -ake, -at, -en, -ill, -all, -un, -ed, -old, -ight, -et, -ame, -ook, -oat, -ay, -ot, -ate, -an, -in, -it, -ing, etc..

AUDITORY PERCEPTION

AUDITORY PERCEPTION

The teacher writes a list of words on the board and numbers them. The child looks at these words. The teacher says, "Which of these two words rhymes with word number one on the board?" Then she reads 2 words from a paper which the child does not see. The child gives the appropriate answer. Example:

Child looks at these words written on the board.	Teacher says these words.
1. run	1. fun or know
2. draw	2. paw or knew
3. from	3. arm or some
4. to	4. so or few
5. sun	5. gun or so
6. round	6. found or run
7. good	7. hood or book
8. for	8. from or more
9. your	9. tore or you
10. gave	10. give or save
11. why	11. jump or try

Ask the children to tell you what could make these noises:

(a) ticking
(b) a scraping noise
(c) squeaking
(d) swishing sound
(e) a tinkling sound
(f) buzzing

Work on sound words, such as swoosh, rustle, etc. Page 41 of the Open Highways workbook 4 would be good to use.

Take a sound walk. Afterwards discuss the sounds they heard. Ask the children to try to think of a word to describe a particular sound (such as, roar to describe lots of traffic going by.) Write these sound words on the board.

Use the Dolch Sounding Game "Listen".

Make a booklet. The teacher might say, "Find as many pictures as you can which begin with the consonant sound b". (Teacher pronounces sound, - not letter.

Listen to rhymes and songs and identify words that rhyme.

List words under "B" words, or "T" words, etc.. This is determined from pronunciation of words by the teacher, not reading of words by the children.

Work on hearing vowel sounds in the middle of one syllable words, such as map, bend, list etc..

Worksheet with pictures having several consonants under each one. Child says name of picture, then circles the letter that represents the sound he hears.

Teacher reads. Child listens for a previously agreed on sound. Poems are good for this.

A letter is decided upon. The teacher pronounces a list of words. Children tell whether they hear sound at beginning, middle or end of word.

Select a picture from a folder. Name all the objects you see in picture. List names according to initial sounds. The child finds everything that begins with "b" sound, first. Teacher writes these on board. Then do "c" sound, etc..

Picture charts illustrating beginning sounds, medial, and final sounds may be developed by the children.

Pictures indicating sound to be taught are placed on tack board. Children name the picture and then say which words may be associated with it. Example: picture is mouse, mouse - man etc..

Rhyming words are often taught by making up rhyming riddles, with the children supplying the appropriate words. Silly jingles will allow the children to suggest last rhyming words.

Use jingles from the speech handbook, Speech Improvement In the Elementary School, or from any other source. Ask the children to listen for all the words that rhyme with door. Then read the jingle. Children then give their answers. Repeat jingle if they don't get them all.

Children listen as teacher reads pairs of words to see if they are the same. If so, write "S". If different, write "D". Example: bang - bank; neck - next.

Listen for words that rhyme (man, pat, pan). The child tells which two rhyme.

Ask the children what is the loudest sound they have ever heard and where they heard it. Do the same with the quietest sound and ask them what made them remember it. Then ask if they would like to put their experience down on paper or dictate it to you.

Tell the children to imagine they hear:

(a) The sound of a doorbell ringing.
(b) A lady shaking a small rug out the back door.
(c) Horses galloping over hard ground.
(d) The sound of a refrigerator door opening.

The teacher should have some objects placed behind her desk with which to make noises. The children are asked to identify what made the noise without seeing the object. Some examples to use are:

(a) beat on a pan with a spoon.
(b) rustle pages of a magazine.
(c) pour water from one glass to another.
(d) shake a bag of dry leaves.
(e) tap something glass with your finger nail.
(f) hit wood with another piece of wood.

Other sources of auditory perception activities

Read pages 67 to 72 in On Their Own In Reading by William S. Gray.

Read pages 62 to 65 in Teaching Reading by Arthur Heilman. This book is a part of each reading teacher's professional library.

Learning Activities Through the Grades, page 97 Sequence for Phonetic Auditory and Visual Training.

Read pages 8 and 9 of the booklet "Reading For Children Without - Our Disadvantaged Youth."

LISTENING

LISTENING

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LISTENING FOR SENSORY IMAGERY

INTRODUCTION

In our home, school, and community, there are many misunderstandings that result from faulty oral communication skills. This indicates many things, one of which is that there is a need for more training in the use of listening skills, one of the most neglected of the language arts.

1. Don Brown suggests that the terms learning and listening are both limited in meaning, and that the gerund auding, based on the neologic verb "to aud" more accurately describes the skill that concerns teachers. "Auding is to the ears what reading is to the eyes". If reading is the gross process of looking at, recognizing, and interpreting written symbols, auding may be defined as the process of listening to recognizing, and interpreting spoken symbols.

2. David Russell uses the following formula to further contrast reading and auding.

Seeing is to Hearing
as
Observing is to Listening
as
Reading is to auding

"To aud, then would mean to listen with comprehension and appreciation.

Pupils who have difficulty in reading must rely upon listening more than the mature reader. They must learn primarily through classroom lectures and discussions, radio, television and films, until the reading difficulty is overcome.

In the Reading Improvement Project we have found it necessary to develop good listening habits, skills, and attitudes in order to help pupils who have a serious reading problem. We found that it is important to train pupils to disregard distractions, overcome half listening, be courteous, and develop an interest in what others have to say.

We have found the following do's and don'ts for listening to be helpful, as well as the TQLR formula for good listening.

Do help pupils analyze their listening habits.

Don't depend on reading instructions alone to teach listening skills. Listening skills must be taught specifically. Use listening exercises.

Do take listening trips in which pupils listen for definite sounds. For example, pupils may listen: for different kinds of sounds; for the effect of distance on sounds; for the messages sounds convey (warning, joy, power, beauty).

Do avoid "half-listening" by good planning and interesting teaching.

Don't repeat instructions time after time. Be reasonable. If it is necessary to repeat instructions, try having pupils do it.

Don't invite poor listening by giving listening exercises in a room full of noise.

TQLR

Tune-in, Question, Listen, Review

Tune-in your mind to what you are hearing. You begin to think of the time, the place, and the people involved in what you are hearing.

Questions will come popping into your mind. "What is it going to be about? What will be the outcome? What can I learn from it? What will it mean to me?" You are becoming interested.

Listen for main points; you are getting certain details. You will try to think ahead of what you hear and to think about what you have already heard. You will relate one thing to another. You will see things beginning to add up. The plot or main idea will begin to take shape. And the more carefully you listen, the more your interest will build up and, as a result, the keener your listening will become.

Review and think about all that took place. Report it in your mind.

There are many procedures that have potential for improving listening habits, skills and attitudes. Following are some which we have found to be successful and rewarding for both teacher and pupil.

LISTENING GAMES

Outdoor Sounds

To help develop sound-consciousness, provide experiences such as these: Listen to traffic which is heard but not seen. Identify passenger car sounds or truck sounds. Decide which way a car is going by the sound it makes. Take children on listening trips.

Consonants

Arrange the names of the pupils in your class in pairs. Have the children close their eyes. Pronounce the paired names. Have them raise their hands if the names pronounced begin with the same consonant sound (James-Jacob, Sue-Carol, Sam-Cindy).

Listening Detective

Tap the desk with the finger tip and with the knuckles, have the children watch and listen. Have children close their eyes, tap finger tips or knuckles and have the children tell which. You may also use blackboard with pointer and with chalk, wrinkle or tear paper, tap toe or heel, etc.

Thumbs Up

Put a list of the sounds you want the children to hear on the board. Explain that when you say a word with the sounds listed they are to put their thumbs up. If the word does not contain a listed sound the thumbs are to be put down. Give an example before starting to play so that everyone will understand what they are expected to do.

Lip Reading Game

Teacher: "I am going to say names of children in the class but I am not going to use my voice. Watch for your name. Stand when your name is said on my lips".

A Listening Story

Negative practice is important in checking the child's knowledge of sounds. Ask children to raise their hands when they hear a sound error as you read. Have them identify the error, and then give the correct sound.

Hearing the News

Point up the importance of careful listening by having one pupil read a short news item to another pupil. The second child repeats the item to a third one, and so on. When the fifth or sixth child has heard the news, have him repeat it to the entire class. Reread the news item to find any inaccuracies in listening to it.

Important Facts

Have two pupils describe the same incident (an exciting play in a ball game, a school ground incident) without either child knowing what the other has said. Have the class listen to what is said. Compare the two versions of what happened. (Tape recorder may be used)

Directions

Give specific directions for children to follow, for example: straighten the books on the library table, check the floor for any litter, and sharpen your pencil. Have the boys and girls take turns following the directions, each group judging whether the other group has followed the directions correctly.

Poetry and Rhymes

Read poetry, rhymes, and jingles to the children. Have them listen for the rhyming words and say the words that rhyme with sounds they commonly hear (snap-rap; ring-ding; click-tick).

USING THE TAPE RECORDER

The tape recorder can be a valuable resource in teaching listening skills.

The teacher may record discussions, oral reading, play reading, poems, etc. This gives the students an opportunity to study their speaking habits and their listening skills.

The teacher may also read stories on tape. Then have the students read the story silently in their books while the tape is being played.

Another activity is to tape everyday school sounds and have the students identify them. Examples:

Moving a chair

Rattling of paper

Dropping a book

Knock on the door

Changing of classes

Custodian sweeping the halls

Slamming of door

Cheering at a ball game

Ringing of bell

GOOD LISTENING DEMANDS GOOD SPEAKING

Have a few of the better readers and speakers read poems or short stories. Then have the other students rate and evaluate the speaker using the following questions.

1. Did the speaker use a pleasant voice?
2. Did the speaker use accurate pronunciation?
3. Did the speaker use variety in rate, change of pitch, and volume?
4. Did the speaker seem interested in what he was saying?
5. Did the speaker speak loud enough so that all could hear?

Practice in Raising or Lowering the Voice[1]

Read the following sentences up and down as they are written:

```
                           hear me?
          do            you           Stop
1.  Don't    that!  Do                   I say.

    Put             not
        it    here,          there.
2.         up           down

                           I'll
       you            here           there.
3.  If     don't come          come

               do?       help you?  Thank
    How    you     May
4.      do             I                  you.

    That's                     What is        rodent?
5.         an unusual animal.          it?  A
```

Raise voice or emphasize the underlined word. Listen or note the change in the meaning of the sentence:

1. *I* am going to the show.
2. I *am* going to the show.
3. I am going *to* the show.
4. I am going to *the show*.

Read the different meanings or interpretations of this sentence:

1. Naturally he'd like some cake. (of course he would)
2. Naturally he'd like some cake. (whether anyone else does or not)
3. Naturally he'd like some cake. (but he can't have any)
4. Naturally he'd like some cake. (he wouldn't need much)
5. Naturally he'd like some cake. (he wouldn't like bread)

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[1] Agnes Frye, "Syllabus for Speech," mimeographed (Sacramento, Calif.: California State Department of Instruction, 1956).

Interviews

In a small group two children ask each other questions about hobbies, what they like best in school, their favorite TV program, etc. (five or six items). Then the child who has interviewed the friend introduces the child to the rest of the group. The teacher then asks the rest of the group facts they should have remembered about each person in the introduction.

The children each have a turn interviewing and introducing the child. The teacher may ask a member of the group to ask the other children some pertinent questions about the introduction.

Have children interview a member of the building staff (administrator, teacher, cook or custodian). After the interviews the children write a resume of their interview without mentioning any names. The papers are then read in class and the members tell who was interviewed.

Character Sketches

Have the children write a sketch of a historical character studied in one of their classes. The sketches are then read in class without telling who the description was about. The class then tries to guess who has been described and add any information they think important.

Choral Speaking

"Railroad Reverie" by E.R. Young from Let's Read Together Poems 6

The little boy stopped in the middle of the hayfield
And cocked his head and listened for the sound.
It was there, it was coming, it was growing, it was coming,
It was coming, it was growing all around.
Far away, but growing nearer, growing nearer, growing nearer,
Coming closer, coming closer, coming closer all the while;
Rumble-rumble, rattle-rattle, clatter-clatter, clank-clank,
Chugger-chugger, chugger-chugger, and it reached the final mile.

The little boy, rooted in the middle of the hayfield,
Cupped his eyes to shade them from the sun,
And heard the far-off whistle and the far-off rumble
And the far-off rattle of the railroad tracks
As the heavy giant train roared on.

Catch-a-teacher, catch-a-teacher, patch his britches,
Patch-his-britches, catch-a-teacher-patch-his-britches,
Catch-a-teacher Whoosh!

Chugger-chugger, chugger-chugger, smoke upon the hayfield,
Cinders in the boy's hair and soot upon his face;
Laughter in the boy's heart, joy in the boy's feet,
Laughter in the engineer's face.

Chuggerchugger growing fainter
Catchateacher patchisbritches
Catchateacherpatchisbritches
Chuggerchugger sssssssssss.

And the little boy turns to other business of the day
As the heavy giant rumble rumbles out and fades away.

HEARING LETTER SOUNDS

Listen to the following words on the tape recorder or read the words to the children. They should circle the sound they hear at the beginning, middle or final part of the word. If they do not hear the sound of the letter listed on the paper, circle the box.

Beginning sounds

1. ballot
2. dancer
3. large
4. lamb
5. basket
6. quick
7. broom
8. can
9. quite
10. dragon
11. board
12. don't
13. fool
14. door
15. pencil

1. just
2. ham
3. bath
4. fine
5. kick
6. for
7. hold
8. final
9. kind
10. brown
11. jerk
12. first
13. keep
14. jump
15. handle

Middle sounds

1. loader
2. supper
3. butter
4. tiger
5. robber
6. barrel
7. dipper

1. pillow
2. butter
3. suffer
4. baboon
5. putting
6. scissors
7. blotter

8. carrot
9. popping
10. leading
11. dagger
12. bonnet
13. terror
14. differ
15. Roger

8. yellow
9. letter
10. reason
11. waffle
12. passing
13. ruler
14. raisin
15. hammer

Final sounds

1. self
2. full
3. ox
4. crib
5. bib
6. cuff
7. box
8. trim
9. tab
10. tiger
11. jam
12. moon
13. fib
14. dwarf
15. zoom

1. bug
2. lid
3. most
4. twig
5. buzz
6. hat
7. ballad
8. groan
9. did
10. cut
11. fizz
12. twig
13. room
14. tag
15. played

Circle the letter you hear at the beginning of the word

(1)	b	d	q	l	☐	(1)	h	j	f	k	☐
(2)	b	d	q	l	☐	(2)	h	j	f	k	☐
(3)	b	d	q	l	☐	(3)	h	j	f	k	☐
(4)	b	d	q	l	☐	(4)	h	j	f	k	☐
(5)	b	d	q	l	☐	(5)	h	j	f	k	☐
(6)	b	d	q	l	☐	(6)	h	j	f	k	☐
(7)	b	d	q	l	☐	(7)	h	j	f	k	☐
(8)	b	d	q	l	☐	(8)	h	j	f	k	☐
(9)	b	d	q	l	☐	(9)	h	j	f	k	☐
(10)	b	d	q	l	☐	(10)	h	j	f	k	☐
(11)	b	d	q	l	☐	(11)	h	j	f	k	☐
(12)	b	d	q	l	☐	(12)	h	j	f	k	☐
(13)	b	d	q	l	☐	(13)	h	j	f	k	☐
(14)	b	d	q	l	☐	(14)	h	j	f	k	☐
(15)	b	d	q	l	☐	(15)	h	j	f	k	☐

Circle the letter you hear in the middle of the word

(1)	d	p	g	r	☐	(1)	l	t	f	s	☐
(2)	d	p	g	r	☐	(2)	l	t	f	s	☐
(3)	d	p	g	r	☐	(3)	l	t	f	s	☐
(4)	d	p	g	r	☐	(4)	l	t	f	s	☐
(5)	d	p	g	r	☐	(5)	l	t	f	s	☐
(6)	d	p	g	r	☐	(6)	l	t	f	s	☐
(7)	d	p	g	r	☐	(7)	l	t	f	s	☐
(8)	d	p	g	r	☐	(8)	l	t	f	s	☐
(9)	d	p	g	r	☐	(9)	l	t	f	s	☐
(10)	d	p	g	r	☐	(10)	l	t	f	s	☐
(11)	d	p	g	r	☐	(11)	l	t	f	s	☐
(12)	d	p	g	r	☐	(12)	l	t	f	s	☐
(13)	d	p	g	r	☐	(13)	l	t	f	s	☐
(14)	d	p	g	r	☐	(14)	l	t	f	s	☐
(15)	d	p	g	r	☐	(15)	l	t	f	s	☐

Circle the letter you hear at the end of the word

(1)	f	x	b	m	☐	(1)	z	g	d	t	☐
(2)	f	x	b	m	☐	(2)	z	g	d	t	☐
(3)	f	x	b	m	☐	(3)	z	g	d	t	☐
(4)	f	x	b	m	☐	(4)	z	g	d	t	☐
(5)	f	x	b	m	☐	(5)	z	g	d	t	☐
(6)	f	x	b	m	☐	(6)	z	g	d	t	☐
(7)	f	x	b	m	☐	(7)	z	g	d	t	☐
(8)	f	x	b	m	☐	(8)	z	g	d	t	☐
(9)	f	x	b	m	☐	(9)	z	g	d	t	☐
(10)	f	x	b	m	☐	(10)	z	g	d	t	☐
(11)	f	x	b	m	☐	(11)	z	g	d	t	☐
(12)	f	x	b	m	☐	(12)	z	g	d	t	☐
(13)	f	x	b	m	☐	(13)	z	g	d	t	☐
(14)	f	x	b	m	☐	(14)	z	g	d	t	☐
(15)	f	x	b	m	☐	(15)	z	g	d	t	☐

Memory Stretcher

Teacher reads a series of letters at a given rate (one letter per second). Pupils listen with pencils up. When teacher completes a series she asks children to write the series as they recall it.

t - a - c - m

b - n - d - o

z - o - t - h - e - r

m - p - a - c - d - e - t

s-p-e-e-d

c-o-n-t-e-x-t

C-o-l-u-m-b-u-s

p-r-e-s-i-d-e-n-t

e-s-t-a-b-l-i-s-h-m-e-n-t

Hearing Letter Sounds

A new or a review word is chosen from the current spelling lesson to begin the game. The word is pronounced very carefully by the teacher. The teacher then calls on a child who is asked to give the first letter of the word. Another child is picked to supply the second letter until the word is finished. A pupil giving an incorrect letter is dropped from the game and must write at his desk each word as it is called. The class must remain quiet and listen carefully in order to hear the word called and the letters given. Words nor letters are repeated a second time.

Listening for Initial Sounds -- Beginning Consonants

Directions:

Pupils are to listen carefully and then write the first letter of each word. If a child misses any of these beginning consonant sounds, further work in sound discrimination should be arranged.

Example:

Words for the teacher	Pupils should write
1. pipe	p
2. leaf	l
3. hanging	h
4. tightly	t
5. morning	m
6. beautiful	b
7. just	j
8. background	b

Listening for Initial Sounds -- Beginning Consonant Blends

Directions:

Pupils are to listen carefully and then write the consonant blend which they hear at the beginning of each word.

Example:

Words for the teacher	Pupils should write
1. free	fr
2. clay	cl
3. brother	br
4. clean	cl
5. stand	st
6. small	sm
7. travel	tr
8. blouse	bl

Listening for Final Sounds

Directions:

Pupils are to listen carefully and then write the consonant blend which they hear at the end of each word.

Example:

Words for the teacher	Pupils should write
1. roast	st
2. milk	lk
3. kept	pt
4. bold	ld
5. ground	nd
6. ask	sk
7. quilt	lt
8. list	st

Dictation for Silent E Rule

The student will either say or write the correct word (silent e) in the following sentences.

1. Ohio is a ______ . The U.S. has 50.
2. The doctor wants to __________ you when you are ill.
3. There are _________ players on a baseball team.
4. The girl _________ a letter to her friend.
5. A ________ crowd attended the football game.
6. ________ is the nickname for Peter.
7. You can buy the same thing with ten pennies or a ________ .
8. Wild animals live in a jungle but a pet should be ________ .
9. The salary or ________ was $200.00.
10. Children like the game ________ and Seek.
11. The blind man uses a white ________ when he walks.

Words:

1. state
2. cure
3. nine
4. wrote
5. huge
6. Pete
7. dime
8. tame
9. wage
10. Hide
11. cane

Listening for Short Vowel Sounds

Number your paper 1 to 10.

I will say a pair of nonsense syllables to you. Write the correct letter (a or b) of the syllable which has a short vowel sound. If both syllables have short vowel sounds write a and b.

Here are the nonsense syllables.

a.	b.
SPLŪ	GRAD
STŌPE	FLEX
FLAN	GRĒ
GRUM	SPLĪ
SMŌ	SMOG
GRĒT	SCAM
GRĪDE	FLIM
SPLUT	SLAT
GRET	CRĪ
BŌVE	KET

LISTENING FOR WORD PARTS

Listening for Syllables

Number your paper 1 to 10.

Listen and tap softly on your desk to discover the number of syllables in these words. Write the number in its proper place.

1. admittance
2. reliable
3. projector
4. declare
5. aptitude
6. squirm
7. cricket
8. change
9. dolphin
10. interesting

Listening carefully to identify syllables in words, the teacher calls out a word and the student tells how many syllables he hears in the word.

Example:

alligator __4__
modest __2__
children __3__
teacher __2__

awe __1__
education __4__
sieve __1__
observation __4__

Listening for ED endings

The suffix ed has three popular sounds. It may sound like the d in bird, like the t in net or like ed in fed.

Listen to these words which have the suffix ed. If it sounds like d, write d. If it sounds like t, write t, and if it sounds like ed, write ed.

(Mix up words)

d.	t.	ed.
tied	stopped	started
learned	watched	hated
rubbed	looked	pointed
pulled	walked	needed
tired	liked	nodded
turned	raced	shouted
moved	passed	headed

Sound Bingo

est	ite	ack	ell
et	oi	ing	ight
ay	ill	oa	eck
old	ub	an	ow

The teacher pronounces a list of words. As the children listen they cover the sounds heard with squares of colored paper, or some other marker.

Play as you play regular bingo.

Any sounds can be used.

HEARING WORDS

Listening for Word Recognition

Directions:

A card from the Dolch Group Word Teaching Game is distributed to each child, along with small pieces of cardboard for covering the words. Words are called from the teacher's word list.

Each pupil puts a marker on the words as they are called if they are on his card. The game is played the same as Bingo for the purpose of helping the pupil learn to recognize the sound of the 220 basic sight words.

Listening for Rhyming Words

Directions:

Each pupil should have a paper upon which is printed several exercises containing a key word and four other words.

The key word is pronounced by the teacher. Pupils are to circle the word on each line that rhymes with the word that is pronounced by the teacher.

Example:

1. bat - hate hat get tap
2. get - set sit met mop
3. sit - fate hit pit bite
4. hot - pot pal rope top
5. up - use cup pet pup
6. pale - lap sale leap tale
7. beast - equal east easy end
8. ice - mice it fire flip
9. hole - cot pole over cold
10. rule - fun use mule fuse

Listening for the Correct Pronunciation

Directions:

Each pupil is given a list of words written phonetically, two words in each row.

The teacher asks a question and the pupils are instructed to circle the correct pronunciation of the word that answers the question correctly.

Example:

1. Which do frogs do at twilight?
   kruk　　krōk
2. Which can a girl wind around her head?
   brādz　　brānz
3. Which would a lame person want?
   krust　　kruch
4. Which is burned in a furnace?
   gōl　　kōl
5. Which gives light?
   tôrch　　tuch

Using the Pronunciation Key

Look at the words on the chart. They have been re-spelled to help you pronounce them. Use your pronunciation key and tell me which word on the chart I am pronouncing.

night
glisten
mixture
stallion
center
cemetery
poison
sentence
listen
package
numeral
section
canyon
powder
collection
difficult
gunpowder
alphabet

poi′zən
sek′shən
kan′yən
pou′dər
sen′tər
dif′ə kult
sen′təns
pak′ij
stal′yən
miks′chər
glis′ən
nū′mər əl
lis′ən
nīt
kələk′shən
al′fə bet
sem′ə ter′i
gun′pou dər

SYNONYMS, ANTONYMS, HOMONYMS, AND WORDS OF MULTIPLE MEANINGS

Synonym or Antonym Game

Say a word - the student should give the correct synonym or antonym, whichever has been determined before the game began. Be sure to use words which have definite synonyms or antonyms.

Synonyms:

amuse - entertain
apparel - clothes
still - quiet
decline - refuse
impartial - fair
abhor - hate
bestow - give
guide - pilot
faithful - loyal
effect - result
deceive - betray
smile - grin
humorous - funny

Antonyms:

commence - end
expensive - cheap
difficult - easy
fragile - sturdy
different - same
accept - reject
good - bad
laugh - cry
idle - busy
present - absent
imitation - real
smooth - rough
tired - rested

Listening for Homonyms

Number your paper from 1 to 10. Be sure to write the correct spelling on each homonym.

1. The boy blew the whistle. — blew
2. Jim's cap was bright blue. — blue
3. I threw the ball to Jack. — threw
4. Walk through the arch. — through
5. Two birds are over there. — there
6. Their wings are broken. — their
7. The children found some wood. — wood
8. It would make a warm fire. — would
9. Alice had a new coat. — new
10. She knew it was warm. — knew

blew would threw their new
blue wood through there knew

Listen for Clues in the Use of Homonyms -- To, Two, and Too

The teacher tells a short story in which he or she uses a pair or set of homonyms such as to, two, and too. However, in the place of the homonym, the teacher substitutes an animal's name such as dog, cat, etc. The student must decide which is the correct homonym to use.

Example:

Mary went (Dog) the department store. She bought (Dog) dresses. She bought a coat, (Dog). She was (Dog) tired to shop anymore.

Multiple Meanings

Find a word in the first sentence that can be used in the second sentence.

The dirty dishes were in the sink.

If you cannot swim, you will ____________.

Will you play the piano?

We went to the auditorium to see a __________ .

It was a light color to paint the room.

Please turn on the _____________ so that we can see better.

He will buy a can of tomatoes.

The man will do all that he ______ to help.

Her address is 205 Main Street.

The speaker gave a short ___________ to the students.

Niagara Falls is one of the great wonders of the world.

If he _________ he will hurt himself.

There was a big crowd at the show.

Please do not _________ around an injured person.

COMBINING SOUND AND CONTEXT

What is the correct word?

Means a place to sleep and rhymes with said. (bed)

Means a place to cook and rhymes with rove. (stove)

Means a time piece and rhymes with block. (clock)

Means a large body of water and rhymes with bee. (sea)

Means a place to sit and rhymes with share. (chair)

A prickly plant that rhymes with whistle. (thistle)

It is 365 days and rhymes with hear. (year)

A liquid that falls from the clouds as rain and rhymes with blotter. (water)

To be alert or bright and rhymes with start. (smart)

Equal distance between two points and rhymes with riddle. (middle)

Listening for Context Clues

I will say a word which may not be in your vocabulary. After pronouncing the word - I will use it in a sentence. Listen for the word in the sentence and write a meaning for it.

1. SCUD - The humming bird, a master of flying, can scud straight up like an arrow.

2. DIMINUTIVE - The secret code was on paper so diminutive that it could be hidden under the head of a pin.

3. SUMMARY - This sentence which gives all the important information is a summary of the story.

4. PANIOLO - The Paniolo of Hawaii works hard on a cattle drive, just as cowboys of other lands do.

5. FITFUL - Tom rolled, tossed and cried out in his sleep. I have never known him to be so fitful.

Comprehension

Select one of the following words to complete the story below:

spring

walk

trees

grass

birds

One warm ________ day our class went for a ________ to the park. We wanted to see if the leaves were budding on the ________ . We were so surprised to see many robins singing in the ________ . We saw little children playing in the ________ . They were watching the ________ too. We saw many signs of ________ . It was fun taking a ________ to the park.

Comprehension

Select one of the following words to complete the story below:

spring

walk

trees

grass

birds

One warm ________ day our class went for a ________ to the park. We wanted to see if the leaves were budding on the ________ . We were so surprised to see many robins singing in the ________ . We saw little children playing in the ________ . They were watching the ________ too. We saw many signs of ________ . It was fun taking a ________ to the park.

LISTENING TO CATEGORIZE

Listening for Words in Categories

Number papers 1 to 10. I will read a sentence naming some things or places which we have studied. Listen for a word which does not belong with the other words. When you hear it write it beside the number of that sentence. If you think all the words belong together, put a check (✓) beside the number of the sentence.

1. New England states are Maine, New Hampshire, New York, Vermont and Massachusetts.

2. Clothing, magazines, steel, livestock, paper and airplanes are a few of the manufactured products in the United States.

3. Baltimore, Winston-Salem, Atlanta and Miami are cities in the South Atlantic States.

4. Chopping, boll, gin, weevil, fibers, seeds all are associated with the production of tobacco.

5. Oil, sulphur, salt, rice, bauxite, coal and magnesium are a few minerals found in Southern U.S.A.

6. Lake Superior, Lake Huron, Lake Erie, Salt Lake, Lake Ontario are the five Great Lakes.

7. Corn, wheat, hay, oats, potatoes are grains raised in the Corn Belt States.

8. Leather, tallow, soap, plaster, glue, brushes, buttons and fertilizer are by-products of the meat packing industry.

Listening for Words in Categories

Directions:

Each pupil should have a paper on which three categories are written across the top.

Teacher pronounces words one at a time, pupils are to listen and write the word under the proper category.

Papers may be exchanged among the class. This is an excellent variation for proofreading practice. If a word is spelled incorrectly or is listed in the wrong column, it is crossed out and written correctly.

Example: Categories -

A place to live Time Writing

Words to be pronounced by the teacher:

plantation
nighttime
hotel
uptown
dawn
midnight
shake
poet
houseboat

Listening for Classification of Vocabulary

We are going to listen to some words. They are in different categories -

Category a is Who -

Category b is What -

Category c is When -

Category d is Where -

Category e is Why -

If you think the word or words tells who - write a beside the number, etc.

To the Shores of Tripoli - d

Palisade - b

Serfs - b

Sea of Darkness - b

Eric the Red - a

About the year 1000 - c

To the Holy Land - d

Because of Travel and Trade - e

Return to China - a

To find a route to the Indies - e

Prince Henry, the Navigator - a

LISTENING TO ANTICIPATE OUTCOMES

Completing a Story

Read to the class the story "Down, Down the Mountain" by Ellis Credle. You may find it in The Arbuthnot Anthology of Children's Literature, page 95.

Read the story aloud to the children but stop on page 97 at the end of the paragraph "and there - shining through the store window were those beautiful creaky, squeaky shining shoes!".

Ask the children to write their own ending. Afterward they may read their ending to the class or tape it. If the children wish you may like to read the author's ending and observe their comments.

"Mystery in Room 323"-- T-31 (Audio-Visual Dept., Columbus Board of Education)

Teacher should stop the recorder before the climax and ask each pupil to give his idea concerning what he thinks has happened. The story is completed and the pupils are to listen to see how close each has come to the real climax. Pupils may be asked to write a brief summary.

Read aloud the following introduction of a story. Have the class finish it.

At last the big day had arrived! Everyone was busy making arrangements for the most important game of the year. Our team would play our most important rival at 3:30. The cheer leaders had been practicing all year for this particular event, the players were in excellent physical condition, and the student body was so excited that it was almost impossible for the students to participate in any of their classes. Everyone was waiting for the last bell to ring so that the fun could begin.

Just at this moment someone yelled fire and smoke seemed to be coming from - - - - - - - -

LISTENING FOR SPECIFIC DETAIL

The teacher reads an article from the newspaper or magazine, etc. Then the teacher asks the students the following questions concerning the article.

1. Where was the article written?
2. What was the article about?
3. Where did the news take place?
4. What words in the article have the students not heard before?
5. What important names were mentioned in the article?

Mrs. Impossible

Mrs. Impossible went to the shop
And bought a new hat with a snowman on top.
But when she went out for a walk in the sun,
The snowman got hot and he started to run.
So away went Mrs. Impossible.

Mrs. Impossible went to the shop.
And bought a new hat with a chimney on top.
A big bird was sitting way up in a tree.
I don't want to live in this treetop said he.
He looked at the hat and said "What do I see?
What a good place for nesting that chimney would be."
So away went Mrs. Impossible.

Mrs. Impossible went to the shop
And got a new hat with a rocket on top.
Pop! Pop! Pop!
And away went Mrs. Impossible.

--- John McInnes

After listening to the poem list the kinds of hats Mrs. Impossible boutht and tell what happened with each hat. Draw pictures to tell the story.

Little Charlie Chipmunk

Little Charlie Chipmunk was a TALKER. Mercy me!
He chattered after breakfast and he chattered after tea!

He chattered to his father and he chattered to his mother!
He chattered to his sister and he chattered to his brother!

He chattered till his family was almost driven WILD!
Oh, little Charlie Chipmunk was a VERY tiresome child!

-- Helen Crowles LeCron

Read the above poem to the children and then ask the following questions:

1. Who was Charlie?
2. What was he?
3. To whom did he chatter?
4. How did the family feel about Charlie?

LISTENING TO MAKE COMPARISONS

Directions:

Each pupil is given a sheet on which are headings for listing the likenesses and differences between two countries, animals, plants, etc.

The teacher reads a short selection to the class. Children are to listen carefully as the information is read, then write on their papers how the two countries are alike or different.

Example: Comparison of Iceland and Greenland with regard to Location

Iceland is a small island in the North Atlantic Ocean. It is about midway between Norway and Greenland. Its northerly part touches the Arctic Circle, but the entire island lies below the Arctic Circle.

Greenland is an island lying in the North Atlantic Ocean above the Northeastern part of the United States. This is the largest island in the world. The greater part of this island lies above the Arctic Circle.

Similar paragraphs may be read to the class concerning the two countries on area, surface, climate and vegetation. (This was used with an honors group, but could be used with lower groups using less difficult paragraphs). It is also excellent for geography.

Example :

Location

Likenesses:

Differences:

Materials for Listening to Make Comparisons

"The Night the Ghost Got In" by James Thurber - An Anthology for Secondary Schools, Edwin H. Sauer and Howard Mumford Jones, pp. 139-144.

Listen for: What connection is there between the first paragraph and the last?

"After You My Dear Alphonse" by Shirley Jackson - An Anthology for Secondary Schools, Edwin H. Sauer and Howard Mumford Jones, pp. 226-230.

Listen for: The character difference between Johnny and Boyd.

Recording SR-110 (Audio-Visual Dept., Columbus Board of Education)

Many Voices Adventures for Readers, Book 1:

The Wind - Robert Louis Stevenson

The Wind - Christina Rossetti

Listen for: The difference in the description of the wind by the two poets.

LISTENING FOR CAUSE AND EFFECT

Directions:

Each pupil divides a paper into two sections, labeling one section "cause," and one section "effect."

A paragraph is read by the teacher. The pupils are to write the cause and then the effect under the proper heading.

Example:

1. There was a time when great ice sheets from the Arctic region swept down over the northern part of the United States. These great ice sheets changed the contour of the land. As they swept along they carried rocks and gravel in front of them. Often they scooped out great cavities in the earth. The Great Lakes and the many smaller lakes in Michigan, Wisconsin, and Minnesota were made by the movement of these great ice sheets.

Cause:

Effect:

LISTENING TO FOLLOW DIRECTIONS

Have students stand in a straight line. Then tell them that you are going to give them some instructions and that they are to follow the instructions. The students must listen carefully and follow directions.

1. Tell the students to sit in every other seat.
2. Write your first name and last name on the upper right-hand corner of a sheet of paper.
3. On the left-hand margin, on every other line number from one to ten.
4. After number 2 write your telephone number.
5. Now turn your paper over and write the first thirteen letters of the alphabet.
6. Now stop and put your pencils down, after you have erased your telephone number.

Directions And The Alphabet

Listen to these letters and write the fifth one.

C Z F N X R

Listen to these letters and write the one that comes just before the last one mentioned.

C G E I S F

Listen to these letters and write the one that is the first letter in the first word of the directions.

B T M L S

Listen to these letters and then write the letter that comes before H but is not mentioned.

A B C E F G H

Give each child a sheet of lined paper. Tell the class that you are going to play a game to see how well they listen to follow directions. Each child should have a pencil ready too. When everyone is ready give instructions. The ten instructions should become progressively more difficult. Ask the children to write his name on the upper righthand corner of the paper. Below the name write the grade you are in. At the lefthand margin on every other line, write the numbers from one to ten for answers to ten directions.

After number 1, write the five vowels.

After number 2, write the words: come, run, good.

After number 3, write these words in alphabetical order; sun, book, may.

After number 4, write the numbers 2 through 20 by 2's.

After number 5, which one of these words does not belong in the group of words: beans, potatoes, apples, lettuce, peas.

After number 6, draw a circle. Put a triangle in the circle. Divide the triangle into equal parts.

After number 7, if all the odd numbers are on the north side of the street and the even numbers are on the south side of the street, which side of the street would number 241 be on?

After number 8, if your last name begins with one of the letters in the alphabet "A" through "M", write your last name first. If it does not, write your first name first.

After number 9, when you face the North which arm would you raise if you want to point to the direction which the sun comes up in the morning?

After number 10, three boys named Bob, Jack and Al lived in houses painted yellow, red and green. They lived on the same street but not next to each other in that order. Bob lived in the yellow house. Jack lived in the green house. What color was Al's house.

Listen carefully in order to give and follow directions.

1. Walk to the chalkboard. Write the numbers one to ten. Draw a line under the even numbers. Write your name under the numbers. Skip to your seat.

2. Skip to the window. Call out five girls or boys names who are in the class. Clap your hands three times. Turn around twice. Walk to your seat.

3. Run to the chalkboard. Draw a house. Put three windows and a big door on the house. Write a house number on the house. Walk backward to your seat and sit down.

4. Walk to the chalkboard. Write the first five letters of the alphabet. Draw a circle on the board. Write your initials in the circle. Hop to your seat.

5. Walk to the front of the room. Place your hands on your head, then shoulders, then hips and then your toes. Stand up straight and spell your name. Walk backward to your seat.

6. Walk to the door, go into the hall. Close the door and re-open it. Enter the room and give a weather report that is pertinent to the weather at the moment. Walk to your seat.

After the class has had experiences in listening to and following directions, someone may be asked to be the director and give directions.

Directions:

Pupils divide a sheet of paper into three columns. A word is pronounced by the teacher, and is written by the pupils in the first column. The teacher will then instruct the pupils to substitute the vowel in the word written in column 1 for another vowel given by the teacher. The vowel to be used is written in the second column. The pupils are instructed to write the new word in the third column.

Example:

The teacher will pronounce the word "lock", change the vowel to "i".

1.	2.	3.
lock	i	lick

Papers may be exchanged among the pupils in the class for correction.

Words that may be used.

last - i
lock - u
pale - i
past - o
dish - a

lift - e
shack - o
pitch - a
tag - u
brake - o

fast - i
foot - ee
pull - i
put - a
cat - u

LISTENING FOR SENSORY IMAGERY

Directions:

Divide the class into three groups. Direct each pupil to head his paper with the sentence, "I Was There". Read the poem, "Pushcart Row". As you read the poem the pupils in Group 1 list what they "see", Group 2 what they "hear" and Group 3 what they "taste" and what they "smell".

Pushcart Row

In rain or shine, in heat or snow,
The pushcarts stretch in a long green row,
Close to the curb as they can crowd,
With men all shouting their wares aloud,
If you have need of a lettuce head,
Or a bunch of radishes shiny red,
Of onions, carrots, or cauliflower,
Oranges sweet or lemons sour,
Polished apples or dripping greens,
Fat little mushrooms, thin green beans,
Of fruits and berries plump and round,
By the basket, by the pound -
Bring out your purse and take your pick
Where the two-wheeled pushcarts cluster thick;
Where dogs and children play about
Wheels and pavement and gutter-spout;
Where the women wear shawls and earrings gold
And the men are mostly brown and old
With selling their wares in shine or snow
On the cobblestones of Pushcart Row.

-- Rachel Field

Poetry and Listening

The teacher reads a descriptive poem to the class. The students are asked then to draw a picture of what they saw.

Example:

Cat

The black cat yawns,
Opens her jaws,
Stretches her legs,
And shows her claws.

Then she gets up
And stands on four
Long stiff legs
And yawns some more.

She shows her sharp teeth,
She stretches her lip,
Her slice of a tongue
Turns up at the tip.

Lifting herself
On her delicate toes,
She arches her back
As high as it goes.

She lets herself down
With particular care,
And pads away
With her tail in the air.

- - Mary B. Miller

Key words: delicate arches particular yawn

Words and Senses

Use a list of descriptive words that can be identified as words related to one of the five senses. It could be used as a game or a chalkboard lesson.

Hear	See	Taste	Smell	Feel
noise	skyscraper	candy	smoke	wind
bell	airplane	chewing gum	pop corn	rain
rattle	lightning	ice cream	onion	heat
roar	river	pop	garlic	cold
thunder	dog	vegetables	perfume	hardness
whistle	cat	cake	fish	softness
music	clothes	pie	peanuts	
			cabbage	

SIGHT VOCABULARY

SIGHT VOCABULARY

This section on sight vocabulary has been developed to coordinate with the Dolch Game, Look.

Each short story and accompanying exercises were written to be centered around a particular card in the above mentioned game. There are nine cards lettered A through I. Each phase has been properly lettered to facilitate their use with the proper card.

It is recommended that flash cards, the Group Word Teaching Game, and the following stories and exercises be used interchangeably to give the most repetition in teaching the Dolch basic sight words.

Exercises for Card A

Exercises for Card A

"Look," said mother. See the funny little cat run. It will go to the house. The cat will like to play with the red ball. He will jump and run and play in the grass.

1. What did mother say? (Look)
2. Two words that tell how the cat looks. (little, funny)
3. What did the cat play with? (red ball)
4. What did he do in the grass? (run, jump, and play)

The little bird sang a song in the morning. He sang I see you, can you see me? I like you. Come and run with me. I can play and jump like you.

1. What did the little bird do in the morning? (sing)
2. Who did the bird see? (you)
3. He wanted to ______. (run)
4. What could he do like you? (play and jump)

Exercises for Card A

Michael said he is to come and play with you. You are going to play with his red car. The little car can run on a track. This is a little track like a hill. The car will jump up and come down fast. You can play and Michael will look at the funny car on the track. We will have fun.

1. What is Michael going to play with? (red car)
2. What did the car run on? (a track)
3. The car will _______ up. (jump)
4. Who will you play with? (Michael)

Fill in the blanks - -

1. Mother _ _ _ _, _ _ over and sit down.
2. _ _ _ the little cat run up the hill.
3. We can play with the _ _ _ car.
4. We will have to _ _ _ _ over the puddle.
5. Come to my house and _ _ _ _ with me.
6. I have a red coat but it is too _ _ _ _ _ _.
7. I can play if you _ _ _ _ to my house.

Words to choose from:

red
play
come
little
jump
see
go
said
run
this
is
my

Exercises for Card A

Write words that rhyme with these words from Card A.

can ________ look ________ like ________

funny ________ play ________ jump ________

come ________ red ________ be ________

- -

Add the beginning consonant or vowel to each group of words to make a complete word.

__ aid __ ee __ his __ ittle

__ an __ un __ he __ ou

__ unny __ re __ ump __ ed

__ ook __ ike __ lay __ ome

Exercises for Card A

Unscramble these words and spell them correctly.

og
iasd
fo
nac
nnuyf
uoy
ese
nru
rea
ot
siht
dna
het
pujm
pu
si
mecc
kolo
der
yalp
eh
ikle
ttlile
ym

- -

Add s to make a new word.

see ___
run ___
jump ___
look ___
like ___
play ___
come ___

- -

Add ing to make a new word if you can do it without changing any letters. If not, leave the word as it is.

go ___
can ___
see ___
run ___
jump ___
look ___
like ___
play ___
come ___

Exercises for Card B

Exercises for Card B

Give It Meaning

Each part of the story has several sentences that do not make sense because there are wrong words in them. The right words are in the box below. Cross out each wrong word and write the word above it that makes sense.

1. Mrs. White said to Sam, "Father and I are going to Duck Run."

He want to look from a T.V.

Do you want to come to?
"Do I," said Sam as he jumped town from the farm wagon.

down too we for

2. On Duck Run they all went to Down's store.

They looked on all the T.V.'s

Then Mr. White asked, "Is there four you would like to gave, little Sam?"

at have one in

3. "You, there is," said Sam. But you may not like it, Father.

She is this one.

You look colors on it.
But, you can see the black and white to.

yes too it saw

4. "I like that one, do," said Mrs. White.

"That makes for who like you," said Mrs. White.

"We are take it Mr. Downs."

will too three it

Exercises for Card B

Put the right letters in the blank to make words:

h i o w y r t a b g

___e, ___n, ___t, ____ere, ___ave ___oo, ___an,

___es, ___reen, ___lue, ___way.

Put the right word in the blanks:

1. I, __________ went down town.
2. The dog __________ __________.
3. Please put the book __________ the table.
4. Are we all __________?
5. Grass is __________ in color.
6. __________ went to the ball game.
7. __________ you any brothers?
8. Mother said, "__________, you may go to the movies."
9. The sky is a pretty __________.
10. __________ is a nice day.

Exercises for Card B

____________ 1. A bright color.

____________ 2. Opposite of up.

____________ 3. Color of the sky.

____________ 4. Opposite of out.

____________ 5. Color of grass.

____________ 6. Opposite of no.

____________ 7. We say things we like to eat are:

____________ 8. Number that comes after two.

____________ 9. Word that sounds like four.

____________ 10. Opposite of small.

____________ 11. Word that sounds like hear.

____________ 12. A word that rhymes with hot.

____________ 13. A word that rhymes with hill.

____________ 14. The opposite of walk.

____________ 15. To be absent.

not down blue yellow in yes will green away

we ran for big good here three

Exercises for Card B

Which word is right? Cross off the word that is wrong.

1. Green, grow is a color.
2. Place the book hear, here.
3. I have on, one head.
4. Who saw, raw you?
5. We ate to, too much at the picnic.
6. She wore a fellow, yellow dress.
7. Hill, will you go with us?
8. I saw free, three redbirds.
9. The boys ran, run a race.
10. It is hot, not raining now.
11. I will wait for, far you.
12. Me, we want to go to the football game.

Exercises for Card B

Write a word that rhymes.

away	at	big	blue	down
________	________	________	________	________
green	it	me	not	ran
________	________	________	________	________
saw	we	will	yellow	three
________	________	________	________	________

Write ten sentences using the words that were given:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Exercises for Card C

THE BIRTHDAY FISHING PARTY

Bob Jones was a boy who liked to fish. All of his friends liked to fish, too. On the day when he was ten years old Bob had a fishing party. When Bob's five friends came to his house, Bob's father and mother told them to jump into the car because they were going to the river to fish. Bob's black dog, Shaky, went along, too.

It wasn't long before the car came to a stop. Everybody hopped out, grabbed fishing poles, and headed for the river bank. The boys fished all afternoon. By five o'clock they had gotten only eight fish, but it had been fun anyway.

Then a call came from Mr. Jones. "Boys, you'll have to stop fishing now. Mrs. Jones will cook the fish for supper if you will look for some wood so that I can make a fire."

The boys found many dry branches around an old tree that had fallen down. Each boy took as many sticks as he could carry. By the time the boys got back to the river Bob's mother had the fish cleaned. With the help of two boys Mr. Jones was able to get the fire started. Then Mrs. Jones put the fish in a pan over the fire. Bob's father and the boys put the rest of the food on the picnic table. At last they could eat --- and how fast they did eat! No one stopped until his plate was clean.

Then Mr. Jones stood up and said, "Because this has been a birthday fishing party we must have a birthday cake. Bob, here is your mother's special birthday cake for you.

Bob expected to see Mother's round chocolate cake with candles on it -- the kind she always made on his birthday. When he saw THIS cake he couldn't believe his eyes. There, in front of him, was a big birthday cake made to look like a fish. What a good way to end a birthday fishing party!

Exercise for Card C

Fill in the blanks using the words in the box.

ten,	all,	cake,	going,	fast,	fish,	two

1. Bob Jones liked to ________________.

2. Bob had a fishing party when he was __________ years old.

3. Bob and his friends were _____________ to the river to fish.

4. The boys fished ____________ afternoon.

5. __________ boys helped Mr. Jones get the fire started.

6. Everybody ate dinner very _________ .

7. Bob liked his surprise ___________ .

Exercise for Card C

Directions: Circle the right answer.

1. This story was about
   - a. fish
   - b. Bob's birthday fishing party
   - c. a birthday cake

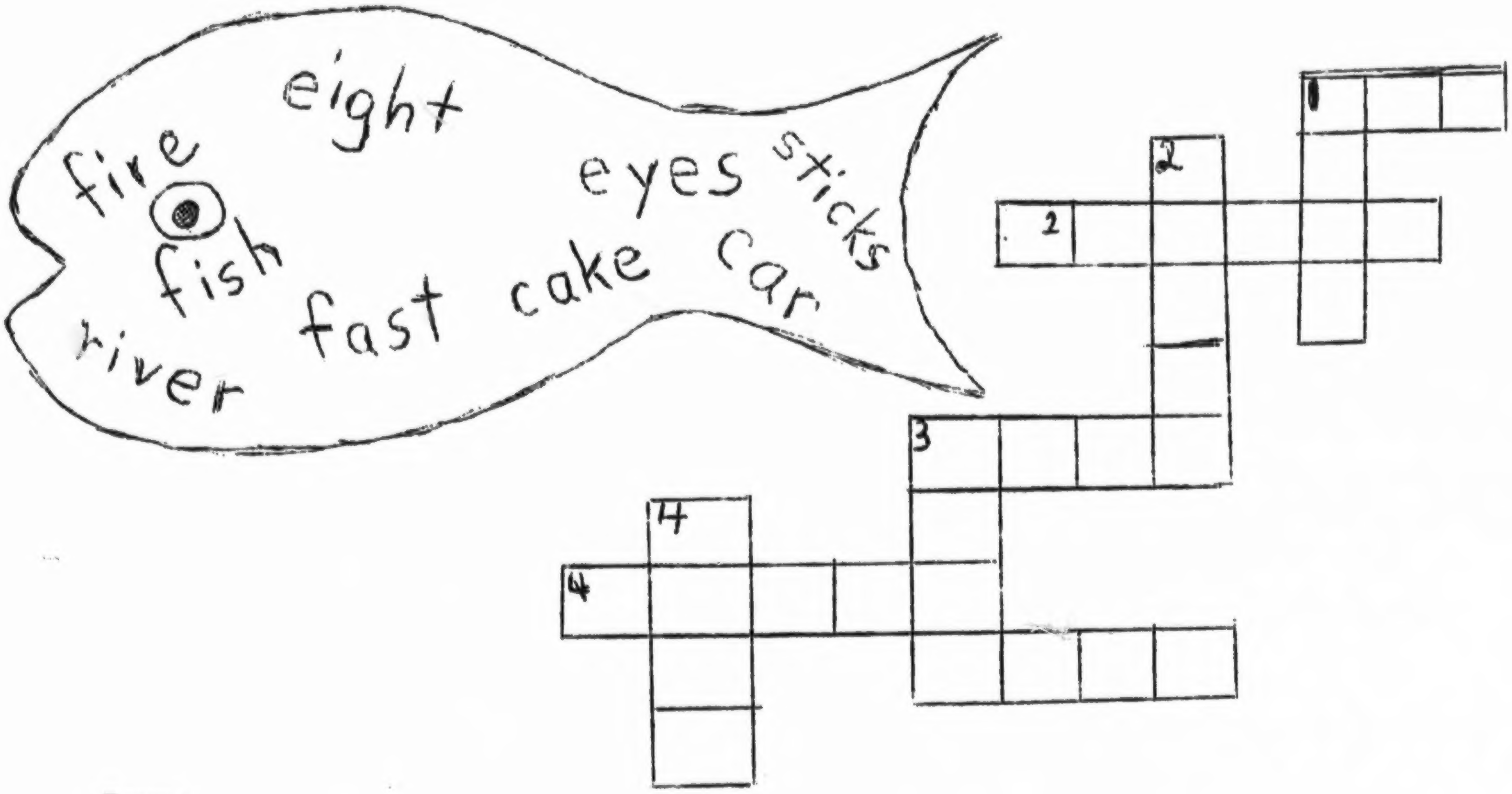
2. What was the surprise in the story?
   - a. the fish
   - b. the car
   - c. the birthday cake

3. How many boys came to the party?
   - a. ten
   - b. two
   - c. five

4. Who was Mr. Jones?
   - a. Bob's father
   - b. Bob's mother
   - c. Bob's friend

Exercise for Card C

Puzzle


fire
eight
eyes
sticks
fish
fast
cake
car
river
1
2
2
3
4
4

Down:

1. Something special mother made
2. How many fish were caught'
3. What father made
4. What the cake looked like

Across:

1. In what did the boys go to the river
2. What the boys looked for
3. how everyone ate
4. Where the boys went
5. Bob couldn't believe his __________ when he saw the fish cake.

Exercise for Card C

Directions: Cut on the lines. Put the sentences in the right order.

Mother put the pan of fish over the fire.

Bob saw his surprise --- the birthday fish cake.

The boys caught eight fish.

Bob Jones and his friends went to the river to fish.

Everyone ate the good fish.

Mr. Jones and two boys made the fire.

Mr. Jones asked the boys to look for wood for the fire.

The correct order is:

1. Bob Jones and his friends went to the river to fish.
2. The boys caught eight fish.
3. Mr. Jones asked the boys to look for wood for the fire.
4. Mr. Jones and two boys made the fire.
5. Mother put the pan of fish over the fire.
6. Everyone ate the good fish.
7. Bob saw his surprise --- the birthday fish cake.

Exercise for Card C

Fill in the blanks using the words in the box.

am, around, was, came, she, black, out, stop, old, two, but, make

1. The boy has a __________ cat.

2. Can you __________ a cake?

3. All the girls __________ home.

4. There are __________ jets in the sky.

5. Sally said __________ is going to come.

6. __________ the corner went the car.

7. We will __________ when we come to the river.

8. He wants to go to the play __________ father will not let him go.

9. I __________ going to run in a race.

10. They took their books __________ of their desks.

11. My sister is not very __________.

12. A bird __________ making a nest in a tree.

Exercise for Card C

Fill in the blanks using the words in the box.

---

some, going, call, into, fast, get, do, eat, no, all, who, by

---

1. Will you __________ a book for me?

2. Do you know __________ she is?

3. The squirrels played __________ the trees.

4. Mother said she would __________ us when it is time to go inside.

5. Did you __________ your work well?

6. The fish jumped __________ the net.

7. "There will be __________ homework for tonight," said the teacher.

8. You may eat __________ of the candy today.

9. How __________ can you run?

10. Are __________ of the papers in the desk?

11. Is your mother __________ to make dinner?

12. Some people __________ very fast.

Exercises for Card D

Exercises for Card D

Key Words: wheels, stewardess, fasten, bounce, rough, scared

After my brother was ten years old, he *had* *his* first chance to *fly* in an airplane. *From* *under* *its* big *round* nose to the *brown* paint on the wing tips it seemed to *give* *him* the feeling that it was a big house on wheels. The day was dark and *cold*. He asked the stewardess *if* she could help him get warm. She said she would *be* happy to *help*. "*If* you will fasten your seat belt, *so* you will not bounce around *as* we hit rough *going*, I will do my best," she said.

Soon another boy asked if he might *sit* in *his* seat. This boy seemed to be very, very scared and told *her* of it. The stewardess *had* to help both boys. She said, "*If* you are *going* to *fly*, I will *give* you some pills to help you feel just fine quite *soon*." This she *did*, and they were alright *as* they landed.

Exercises for Card D

Answer each of these questions with a sentence. Remember to use capital letters and periods.

1. How old was my brother when he first flew in an airplane?

2. What kind of feeling did the airplane give him?

3. What was the day like when my brother flew in an airplane?

4. What did the stewardess ask the two boys to do?

5. What did the stewardess do for the boys?

Exercises for Card D

Making Sentences

if we hit rough going

after he was ten years old

was very scared

the boys were alright

if he might sit with my brother

it was a big house on wheels

by giving them some pills

she could help him get warm

you will not bounce around

tried to help both boys

Copy one of the groups of words above to finish the sentences below. Put a period at the end, please.

1. My brother asked the stewardess if ______________________________

____

2. The stewardess helped the boys ______________________________.

____

3. The stewardess ______________________________

____

4. As the airplane landed ______________________________

____

5. My brother had a chance to fly in an airplane ____________________

____

6. Another boy asked ______________________________

____

7. If you fasten your seat belt ______________________________

____

Exercises for Card D

Making Sentences (continued)

8. The airplane gave him the feeling that ______________________________

____

9. The airplane might bounce around ______________________________

____

10. The boy ____

____

Exercises for Card D

The Word Box: had, ten, its, from, his, help, be, fly, brown, give, her, him, round, as, cold, soon, going, so, if, after, under, an, did, your

There is one word misspelled in each sentence. Rewrite the sentence. Find the word in the word box and spell it right.

1. The bird is wbrno.
2. The dog likes hsi bone.
3. Bob is ognig to the show.
4. The puppy ran dnure the fence.
5. One week morf today is Easter.
6. The airplane will lyf tonight.
7. The little girl is ehr sister.
8. You must go to school oons.

Exercises for Card D

9. Your brother will miss you fi you go away. ____________________

____

10. Bill is nte years old.

____

11. The bird flew to ish nest.

____

12. The rabbit idd not eat his food.

____

13. When he gets home, his daddy will eb there. ____________________

____

14. The urond ball is in back of the tree. ____________________

____

15. The mother bird laid na egg in the nest. ____________________

____

16. Jack ran os he would not be late.

____

17. Betty is playing with uoyr doll.

____

18. veig the hat to him.

____

19. I dah a little red wagon when I was four. ____________________

____

Exercises for Card D

20. The puppy was lodc and ran under the house. ________________

____

21. The children ran reatf the rabbit.

____

22. Dick pulled mhi out.

____

23. Mary is not sa tall as Betty.

____

24. Joe will pelh him read the book.

____

Exercises for Card D

Change the letters to make a word:

wbrno	br__________
tsi	i __________
ognig	g__________
dnure	u__________
morf	fr__________
lyf	f__________
ehr	h__________
oons	s__________
fi	i__________
nte	t__________
ish	h__________
idd	d__________
eb	b__________
urond	r__________
na	a__________
os	s__________
uoyr	y__________
veig	g__________
dah	h__________
lodc	c__________
reatf	a__________
mhi	h__________
sa	a__________
pelh	h__________

Exercises for Card D

Draw lines between words that are the same.

her
brown
its
going
under
from
fly
soon
if
ten
his
did
be
round
an
so
your
give
had
cold
after
him
as
help

After
Your
Be
An
Soon
Help
Had
Did
So
Round
Cold
If
Fly
His
From
Him
Ten
As
Going
Brown
Under
Give
Her
Its

Exercises for Card E

Exercises for Card E

Bill was a new boy. When he came to live in his new home, he did not know many boys and girls. One day he went for a walk. He looked for someone to play with. As he walked down the street he saw some boys playing a game. He did not know what they were playing. They ran away as Bill got up to them. He ran after them, but they did not look back. He did not call to them. When he looked around, he saw a little brown dog. The little dog ran over to him. "Go away," said Bill. The dog gave a jump. It made a big jump up on Bill. Bill put the dog down. Then he said, "Now what am I going to do with you? Are you looking for someone to play with?" The funny little dog ran and jumped around. It let Bill see that it came to play. "I may have someone to play with, after all," said Bill.

1. The best title for this story is:
    a. Finding a Boy Friend
    b. Bill Makes a Friend
    c. The Funny Little Dog

2. This story tells:
    a. How a boy finds a friend.
    b. How a boy has fun with his friends.

3. The little dog made Bill
    a. sad
    b. funny
    c. happy
    d. jump

Exercises for Card E

What? - When?

Does the underlined part tell what or when? Circle the answer.

1. The kitten played ball. what when
2. The dog barked at night. what when
3. Can you play ball this morning? what when
4. The mouse ran from the cat. what when
5. It would be nice to forget about work today. what when
6. All at once the big whistle began to blow. what when
7. It was the first day of Spring. what when
8. Just then a big wind began to blow. what when
9. It blew the papers around the yard. what when
10. The day was sunny. what when

Exercises for Card E

Choosing the Right Word

Finish each sentence below by writing the word that fits the meaning of the sentence.

what   when   went   were   with

1. Once he ________ around the world.
2. He went ________ friends.
3. _______ a good time they had.
4. They ________ gone for many days.
5. They were happy ________ they got home

that   them   then   they

1. __________ were going to Bob's house.
2. __________ they would go to the park.
3. They took a ball and bat with _________.
4. They thought __________ they would play ball.

Exercises for Card E

Finding Words

Draw a line around all the words in each group that are like the first one.

find
gave
got
find
has
find

know
walk
know
gave
know
put

many
that
live
let
many
new

now
went
now
were
now
with

when
went
were
when
when
with

that
them
that
they
then
that

what
what
walk
what
with
what

were
went
were
what
were
walk

they
that
then
they
them
they

live
live
has
live
let
live

gave
got
over
put
gave
gave

put
made
many
may
new
put

Exercises for Card E

Words to Know

Say the words. In each row draw a ring around the words that begin alike.

1.	gave	and	got
2.	find	let	live
3.	made	many	big
4.	know	new	now
5.	that	put	them
6.	then	over	they
7.	walk	went	find
8.	when	all	what
9.	old	were	with
10.	may	to	made
11.	that	they	live
12.	with	walk	gave
13.	put	them	then
14.	let	know	live
15.	were	now	new

Exercises for Card E

Write the word that has the best meaning in each sentence.

1. Bob and Nancy had milk to drink ______________ they came home.
when what

2. Please put ______________ away.
they them

3. There are ______________ stars in the sky.
many may

4. Tom has a ______________ coat.
now new

5. Mary ______________ the light on the table.
put but

6. ______________ will you do after school?
Where What

7. Betty was not running very fast ______________ she fell.
when went

8. After we read ______________ it will be time to go home.
then them

Exercises for Card F

Exercises for Card F

Baby Pig's Walk

Once upon a time Baby Pig took a walk in the woods. He walked and walked and ate nuts all along the path through the woods. Suddenly the path ended. He did not know which way to go or where his home was.

"Oh, I am lost here in the woods. What should I do?" Baby Pig began to look around again and again. He did not see any of his brothers. "Wee, wee," said Baby Pig loud and long. I wish I could find my way home. I am always getting lost!"

Mr. Rooster and his friend heard him call. They went to the woods to see what the noise was. "What did you say, Baby Pig? What do you want?" asked Mr. Rooster. "Tell us about it. How did you get here?"

"I need help to find my home. Could you help me?"

"Where does your family live, Baby Pig?"

"Our house is over there by the first red barn," answered Baby Pig. "Would you take me home?" he cried.

Mr. Rooster and his friend found Baby Pig's home for him and everyone was happy.

Exercises for Card F

Cut on the lines to separate the eight sentences. Arrange the strips so the story is in sequence. Use one blank strip to make a cover for the story and the other for the last page. Sketch a picture about the sentence on each strip if you like. Staple the strips together at the left side to make a booklet.

Mr. Rooster and his friend found Baby Pig.

They asked Baby Pig where he lived.

Exercises for Card F

He cried and cried, "Wee, wee! I am lost! Where is my home?"

Everyone was happy after Baby Pig was safely home.

Once upon a time Baby Pig took a walk in the woods.

Exercises for Card F

They helped Baby Pig find his way home.

Suddenly Baby Pig was lost.

Baby Pig ate nuts along the path.

Exercises for Card F

Exercises for Card F

Find words from the story that mean the same as these.

1. a lot of trees (woods)
2. very fast (suddenly)
3. where you live (home - house)
4. road (path)
5. over and over (again)
6. want (wish)
7. all the time (always)
8. chicken (Mr. Rooster)
9. pal (friend)
10. a little one (baby)
11. go (walk)
12. stopped (ended)
13. in what place (where)
14. tells when (once)
15. went (walked)
16. food (nuts)
17. Mother, father, brothers (family)
18. a color (red)
19. all (everyone)
20. can't be found (lost)

Exercises for Card F

A. Underline the main idea of the story.

1. Friends helped Baby Pig home.
2. A pig got lost in the woods.
3. Baby Pig ate nuts because he was hungry.

B. Draw a line from words in column one to words in column two to make compound words.

1. every	long
2. a	on
3. up	one
4. a	round

C. Draw a circle around the word that completes the sentence.

1. Baby Pig lived in a

   house horse hurt

2. Mr. Rooster had a

   family funny friend

3. Baby Pig ate

   nets nuts nots

Exercises for Card F

Find a little word in each word below.

1. asked ________________
2. walked ________________
3. heard ________________ ________________
4. path ________________
5. ended ________________
6. know ________________
7. his ________________
8. began ________________ ________________
9. always ________________ ________________
10. getting ________________
11. home ________________
12. there ________________
13. time ________________
14. baby ________________
15. suddenly ________________
16. around ________________
17. here ________________
18. about ________________
19. does ________________
20. answered ________________
21. what ________________ ________________
22. and ________________
23. want ________________ ________________
24. wish ________________
25. once ________________

Exercises for Card F

Some words below tell who, what, where, when, or why. Write the right word after each.

Baby Pig ____________________

near the tree ____________________

the door was shut ____________________

found the penny ____________________

every day ____________________

ran away ____________________

one day ____________________

my pretty pony ____________________

it was raining ____________________

our friends ____________________

no one was home ____________________

in the woods ____________________

jumped over the log ____________________

two funny clowns ____________________

once upon a time ____________________

years ago ____________________

Mr. Rooster ____________________

the tire was flat ____________________

by the house ____________________

soon after this ____________________

walked away ____________________

got lost ____________________

on the ground ____________________

there was no milk ____________________

under the water ____________________

Exercises for Card F

Write new words by leaving off the first letter of each word.

told ________________

open ________________

mother ________________

part ________________

nice ________________

call ________________

bark ________________

many ________________

reach ________________

pair ________________

near ________________

along ________________

across ________________

know ________________

where ________________

his ________________

around ________________

when ________________

was ________________

what ________________

stop ________________

fill ________________

whole ________________

meat ________________

seven ________________

send ________________

hour ________________

knight ________________

draw ________________

page ________________

brush ________________

broom ________________

farm ________________

place ________________

wash ________________

learn ________________

gone ________________

table ________________

asleep ________________

town ________________

alike ________________

won ________________

skill ________________

flow ________________

seat ________________

shot ________________

pray ________________

gate ________________

shook ________________

spill ________________

Exercises for Card G

Exercises for Card G

Read these paragraphs for practice.

These small children do their work before they open their toy box. Every day these children work before the small open window. They must bring their work every day to show the teacher because she must see that it is done. Those small children must think before they sit to open their toy box. Those small children never pull at the open window. They only sit and think which work must be done.

He must work before he goes to the show. Before he goes he must pull the very small weeds which grow every day. He must never sit to pull these small weeds because he must be careful where every weed grows. He never goes to the show before he has done this work.

Before every work day those men must open their mail. Much of the mail goes to show where their work has been done. The men sit and think about those letters because it is a small part of their work. They never bring their open letters which have been read to show people what goes on in their work.

Exercises for Card G

1.
think
their
these

2.
show
small
sit

3.
bring
because
before

4.
much
must
never

5.
where
which
work

6.
open
only
goes

7.
very
every
done

8.
pull
those
been

1. Underline the word that shows it belongs to the children.

Circle the word that means you are showing me that you are using your brains.

2. Underline the word that is the opposite of large.

Circle another word for movie.

3. Underline the word that means the opposite of end.

Circle the word that tells why.

4. Underline the word that means more.

Circle the word that is opposite of play.

5. Underline the word which would make you tired.

Circle the word that is opposite of play.

6. Underline the word that is opposite of closed.

Circle the word that means few.

Exercises for Card G

7. Underline the word that means all.

   Circle the word that means finished.

8. Underline the word that is opposite of push.

   Circle the word that shows that it has past.

Exercises for Card G

Draw lines to match these words.

think
their
these
show
small
sit
bring
because
before
much
must
never
where
which
work
open
only
goes
very
every
done
pull
those
been

pull
very
open
where
think
show
bring
much
those
every
only
which
their
small
because
must
these
sit
before
never
work
goes
done
been

Exercises for Card G

Select the correct word for each blank.

1. The boys and girls must ________________ to do their work.

think thing thin

2. The boys and girls do _________ work.

there their these

3. ______________ boys and girls do all their work.

them these their

4. I will ___________ you how to do the work.

show small sit

5. The ___________ boy went to the show.

smell small snail

6. I will ___________ by you at the show.

sit sat set

7. He will ________________ his work to school.

bring because before

8. I will come _________________ I want to be there.

bring because before

9. ______________ I come, I will do my work.

bring because before

Exercises for Card G

10. ____________ of the work was done.

must never much

11. I ____________ do all my work.

much must never

12. You must ____________ run in school.

much must never

13. ______________ are you going?

where which work

14. ____________ one is doing the work?

which where work

15. I like to do my ________________.

which where work

16. Would you please ______________ the door?

only open goes

17. I have _____________ one brother.

open only goes

18. He _____________ to the show.

open only goes

Exercises for Card G

19. He does ____________ good work.

very every done

20. ________________ day is pretty.

very every done

21. I have __________ my work.

very every done

22. The door says ________________.

those pull been

23. ___________ children do their work.

those pull been

24. He has _______________ good all week.

those pull been

Exercises for Card G.

Blast Off With 220

Materials needed:

1. A game board made on oak tag paper.
2. Sixty oak tag cards with numbers from one to fifteen, plus several blank cards.
3. Five different colored pieces of paper to serve as markers.

Rules:

1. Players each draw a card. The player with the highest card goes first.
2. Each player starts at "blast off."
3. Each player draws card and moves the number on the card. The player must say the word on which he lands. If he is unable to say the word. he must return to where he started the play.
4. If a player lands on a space that another person is occupying, he must return to the space that he started the play.
5. If a player lands on red, he must blast back ten spaces.
6. If a player lands on green, he must blast ahead ten spaces.
7. If a player lands on blue, he blasts ahead five spaces.
8. The first person who reaches the end wins the game.

BLAST
OFF
WITH
220

r
(red)
blast
10
back

g
(green)
blast
10
ahead

b
(blue)
blast
5
ahead

no	so b	up		the	two are	ask		fast	just r	much		hurt	jump keep	warm		never	there r	today		end
we		an		ten		ate		away		once		hold		r		first		where		because
us		am		b		buy		your		only		help		know		again		black		please
my		be		six		can		what		soon		have		like		which		brown		yellow
g		do		red		cut		b		then		grow		look		b		clean		pretty
me		go		own		did		this		very		goes		made		those		g		little
it		r		one		r		they		g		give		make		these		eight		better
he		is		old		eat		them		when		gave		must		their		every		before
to		and		new		fly		that		best		find		g		under		funny		around
r		but		hot		get		with		blue		fall		open		after		green		always
on		for		g		g		upon		both		draw		pick		about		light		myself
of		her		big		b		over		cold		don't		play		g		right		write
in		g		any		got		g		five		r		pull		live		round		would
by		him		all		had		into		four		b		read		work		seven		think
at		his		yes		has		from		full		g		ride		wish		small		thank
or		its		why		let		down		good		done		b		will		three		start
if		our		r		may		was		b		does		said		were		b		sleep
as		she		too		put		use		kind		come		show		went		white		shall
a		who		out		ran		try		long		came		sing		r		bring		laugh
I		b		now		run		r		many		call		stop		wash		carry		going
BLAST OFF		you	far now	not		saw		sit		some	r warm	been		take	tell walk	want		could	drink	found

Exercises for Card H

Exercises for Card H

"The pretty jet just had to fall," said Bob. He had come to buy six toy cars. He did not own one car and he was to pick out six cars! Bob just wanted to hold the jet, not keep it. The jet now lay on the floor.

He said, "Today, I shall try to use my money to buy the jet for myself."

A man asked, "Why are you sad little boy?" "Well, I have to pay for a jet I broke."

Just then Bob read, "Please keep hands off the toys." He began to grow hot and wished he had a drink.

The man laughed and said, "If you write me a letter and tell me how you broke the jet, you will not have to pay for it."

Bob said, "I will write you a letter and draw you a picture, too."

Answer these questions:

1. Bob wanted to buy six ________________.
2. He broke a ____________________.
3. Did Bob have to pay for what he broke?
4. Bob was to _______________ a letter for the man.
5. Was Bob happy?

Exercises for Card H

Underline the correct word in each of the following sentences.

1. Tom was (sick, sad, six) years old today.
2. We had to (drop, draw, drip) a picture.
3. He had to (white, write, right) a letter.
4. Everyone likes to (drink, dunk, draw) Coke.
5. It is (hot, hat, hop) in the sun.
6. Soon the flowers will (give, grow, go) big.
7. He said that we could (key, kite, keep) the dog.
8. It is nice to say (place, please, plate) and thank you.
9. In school children learn to (read, reed, red) and write.
10. It is wet in the (well, wheel, wall).
11. Tom wanted to know (who, why, what) Bob was late.

Exercises for Card H

Underline the correct word in each of the following sentences.

1. Mary said, "I want to do it all by (me, may, myself)."
2. Sam let me (use, us, up) his bike.
3. We had to (tie, try, tip) to work the problem.
4. The band is going to play (trip, trap, today).
5. We got to (buy, bite, box) a book.
6. The picture was very (patty, pipe, pretty).
7. We got to (hand, hold, hurt) the pup.
8. When you buy something you then (over, own, out) it.
9. It is easy to (pack, pop, pick) up a toy.
10. Mom said we (shall, swim, smile) have a party.
11. The man said Bob was (jump, jet, just) here.

Exercises for Card E.

Use these words in the following sentences: just, off, shall, well, buy, write, please, hold, hot, pick, today, myself.

1. Jim wants to h______________ the puppy.

2. Ice cream is not h____________.

3. We can p_________________ the game we want.

4. My birthday is t______________.

5. I can walk to school by m_____________.

6. Mom gave me some cake after I said p______________.

7. It is fun to w_________________ with ink.

8. Sue j_____________ wanted to sing.

9. We s____________ go after lunch.

10. The ball rolled o___________ the wall.

11. Dad will b__________ us some candy.

12. We can read w______________.

Exercises for Card H

Use these words in the following sentences: own, draw, pretty, fall, read, why, six, grow, drink, use, try, keep.

1. She is a p___________ girl.
2. Sally likes to d_______ pictures.
3. I can k_________ the dog!
4. Do you o______ a pen?
5. We have s__________ brothers.
6. Sam did not f__________ out of the tree.
7. The teacher asked w_______________ he did it.
8. We must t________ to be good.
9. Boys and girls g___________ bigger every year.
10. We r_________ every day in school.
11. Did she u_______ your book?
12. Do you d__________ milk every day?

Exercises for Card H

Underline the word in the following groups of words that do not belong.

Example: dog, cow, tree

1. cold, hot, hat

2. buy, write, sell

3. please, thanks, top

4. six, pear, apple

5. eat, drink, run

6. two, six, saw

7. pie, pretty, beautiful

8. tomorrow, car, today

9. shelf, myself, himself

10. off, on, one

11. eat, draw, write

12. keep, hold, red

Exercises for Card I

Exercises for Card I

On Vacation

Every summer I go to visit my grandfather and grandmother who live on a farm. They have eight light brown cows, seven goats, five hens and four white rabbits.

The farm house is on the right side of the road not far from town.

I keep my bed clean, because I wash myself before getting into it. I sleep sound because it is so quiet in the country.

Both of my grandparents are kind to me. We laugh and sing together on warm evenings when the moon is full.

All during the summer I hurt myself only once, when I tried to start the lawnmower. I cut my arm but it got better real soon.

That was one of my best summers on the farm.

I am going to write a thank-you note to my grandparents, thanking them for one of the best summers that I have ever spent on their farm.

Exercise:

1. Grandfather has ____________ brown cows.
2. There are ___________ white rabbits on the farm.
3. The farm house is on the ___________ side of the road.
4. We ________ and ____________ together on warm evenings.
5. I ____________ my arm trying to ____________ the lawnmower.
6. I saw __________ goats in the meadow.
7. Grandmother fed __________ hens every day.
8. The ___________ was shining through the window.
9. ______________ of my grandparents are very good to me.
10. I am going to write them a ______________ you note.

four
eight
moon

laugh
start
both

cut
five
sing

seven
right
thank

Exercises for Card I

Use the following words in the blanks below.

face
nine
flower
bread
coat
night
soap
money
clock
across
caught
yard
built
moon
bought
start

1. She wore a red ________________ to school today.
2. ____________ children went to the park to play.
3. Every month we have a full ___________.
4. Always wash your hands with ___________.
5. Her __________ is dirty.
6. The grass in his __________ is very tall.
7. Did you _________ to school on time?
8. She ________________ some fruit at the store.
9. Grandfather has a ___________ in his bedroom.
10. The yellow ____________ is a lily.
11. He is throwing rocks __________ the street.
12. Brown __________ is good for you.
13. The bird ____________ a nest in the apple tree.
14. They ______________ a mouse in the trap.
15. How much ____________ do you have to spend?
16. I _______________ go to camp this summer.

Exercises for Card I

Write the correct word in each blank.

want
found
kind
why
their
because
much
many
start
work
which
upon

1. ____________ were you late this morning?
2. How __________ longer will you be in school?
3. Always be___________ to your pets.
4. Mary __________ a purse on the playground.
5. __________ people attended the fair.
6. __________ game do you like best?
7. What do you _________ for your birthday?
8. You can ____________ the dinner now.
9. She left early _________ she was ill.
10. When will they begin to ____________ on the highway?
11. Once __________ a time we had a pony.
12. _____________ clothing was lost in the laundry.

Exercises for Card I

Use these words below to complete the sentences.

would
always
ask
together
write
well
small
hurt
four
every
show
tell

1. She is ____________________ late for class.
2. Did you __________________ for a napkin?
3. You may have the _____________ apple for your lunch.
4. Why don't you ________________ the truth sometime?
5. We can go to the ____________ tomorrow.
6. ________________ books were lost in the fire.
7. We go to Sunday school _________________ Sunday morning.
8. You should ______________ your mother a letter.
9. We were playing _______________ in our backyard.
10. How __________________ you like to go on a trip?
11. They dug the ______________ for water.
12. A bee's sting will ___________ you.

Exercises for Card I

Fill the blank space with the correct word.

please
wish
done
pretty
how
myself
warm
own
very
hold
both
take

1. It looks like rain so ______________ your raincoat.
2. ______________ many brothers do you have in your family?
3. She wears wool socks to keep her feet ____________ in the winter.
4. I _________________ I could have an ice cream cone.
5. ________________ close the door when you leave the room.
6. She is a _______________ good swimmer.
7. We will _______________ our right hand over our hearts to salute the flag.
8. The party was given for ________________ of our parents.
9. He has ________________ his work hurriedly.
10. I'll do it _____________ when I find time.
11. Do they ______________ their home?
12. He gave her a ____________ white umbrella.

Exercises for Card I

Use these words to complete these sentences.

because
bring
found
every
first
these
under
after
must
does
once
drink

1. She was late for school ____________________ it was raining.
2. ____________________ school room was painted.
3. The dog is __________________ the porch.
4. When ________________ he do his work?
5. She will ___________________ the cookies for the party.
6. She always wanted to be ______________ in line.
7. We can go to the show ___________________ we wash the dishes.
8. They __________________ six eggs in the hen's nest.
9. __________________ children are working on their lessons.
10. You __________________ study your homework.
11. How many glasses of water do you _________________?
12. Christmas comes ________________ a year.

Exercises for Card I

Write these words to finish the sentences below.

today
both
best

help
jump
gave

never
which
green

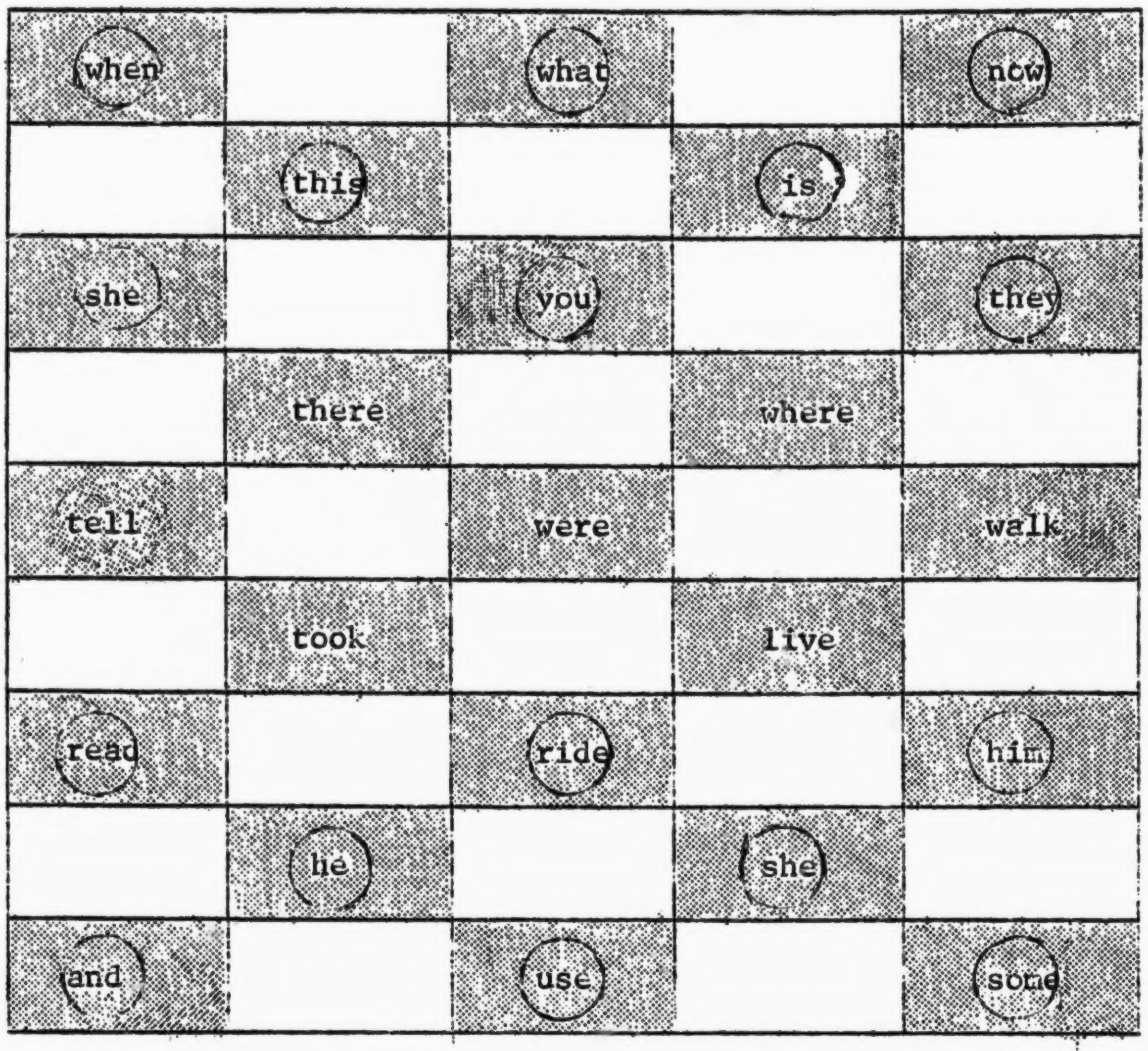
eight
carry
thank

1. Did you ________________ her for the birthday gift?
2. I will ________________ my mother with the dishes.
3. You should ______________ play with fire.
4. It is raining _______________, so we will not play outside.
5. She invited _______________ of my parents to the meeting.
6. I read the ______________ book this week.
7. ______________ pair of shoes do you like best?
8. She ___________________ a dime for the apple.
9. Mother likes the ________________ coat in the window.
10. Do you __________________ your lunch to school?
11. Who can _______________ over the fence?
12. There were ______________ boys playing on the beach.

Checkers Using Sight Words

Directions for making:

Make a checkerboard out of a large piece of cardboard. Make the squares (rectangles) the size of the Dolch sight word cards. Use a marking pen to color in the black squares.



when		what		now
	this		is	
she		you		they
	there		where	
tell		were		walk
	took		live	
read		ride		him
	he		she	
and		use		some

Directions for playing:

Place a Dolch word card on each black square. Then place eight red checkers on top of the word cards at one end of the board and place eight blue checkers on top of the word cards at the other end of the board. Two people play the game just like checkers except that each time a player picks up a checker to move he must say the word under that checker and the word in the space to which he moves. When one player jumps the opponent's checker he must say the word under his opponent's checker in addition to the word in the space from which he moved and the word in the space to which he moved. Player who runs out of all of his checkers first loses.

Card Game Using Sixty-one Different Dolch Sight Words

Directions for making the game:

1. Make ten cards (2 1/2" x 3") for each of the following words. (Ten cards with the word when, ten cards with the word what, etc.)

   Example:

   when

   when

   etc.

2. Make one card (about 2" x 7") for each of the following phrases.

   Example:

   are they going

   can you come

   etc.

are they going
can you come
are you doing
is she coming
will she come
is that
do you play
go the dogs
were very pretty
are the best books
are all there
did it start
did he run

did she eat the apples
can we go home
are you coming
can the plane fly
did they go
will they stop
can go fast
like to eat
have some
jumped into the lake
came home
came the animals
go the children

are many pictures
we go again
has been a play
would be a good place to sit
is the hat for him
was a cat under the chair
can ring the bell just once
grow very fast
look like small hats

Directions for card game continued on next page.

Directions for card game:

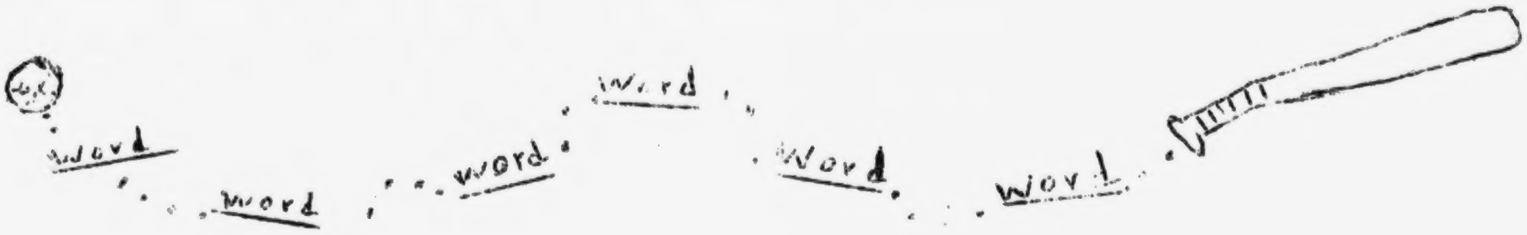
The phrase cards are placed in one pile on the table face down. Five sight word cards are dealt to each of two, three, or four players. These cards are placed face up in front of each player. The first player draws a card from the phrase pile and tries to match it with one of his five sight words so as to make a complete statement or question. If there is no match, the phrase card is discarded face up beside the phrase pile. Then, the next player has a chance to match the discarded phrase card with one of his sight word cards. If the discarded phrase doesn't match any of the second player's five sight cards, the second player may draw a card from the phrase card pile. If he can make a match the second player keeps his trick turned face down in front of him. He then draws a card from the sight word pile to replace the sight word card which he used to take his trick. Therefore, each player keeps five sight word cards in front of him at all times. The turn then passes to the third player who follows the same procedure. Play continues until no more matches can be made. Player with greatest number of tricks wins.

Vocabulary Game

This is a "traveling" game which is easily adapted to any vocabulary -- from basic words to difficult content area vocabulary.

The teacher (or child) draws a "start" and "finish" on the blackboard in some interesting manner, as

"Can you pitch this ball for a hit?"

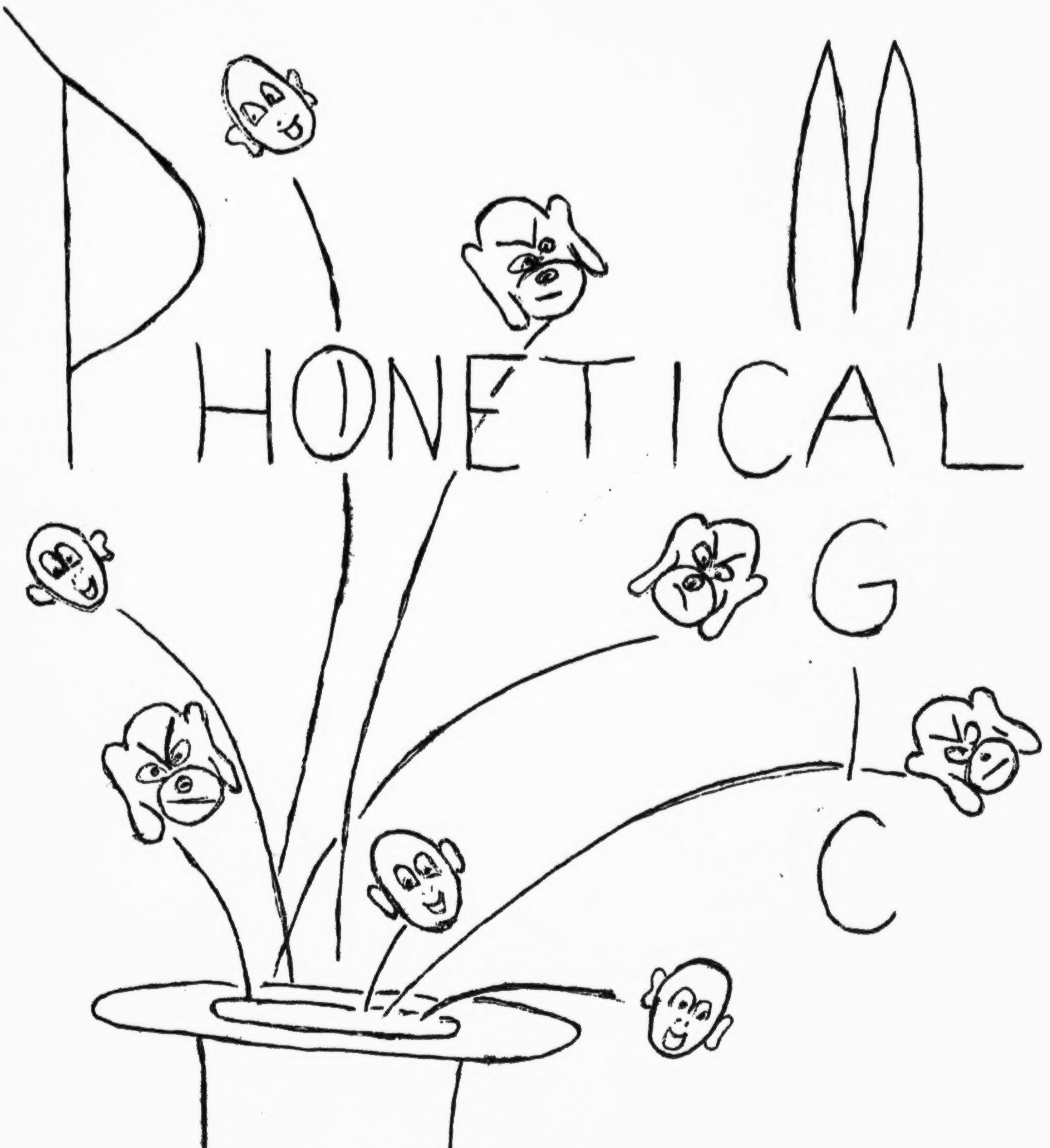


or the "football over the goalpost" -- or the "gift under the Christmas tree"-- or etc., etc!

The words chosen would then be those the teacher wanted the children to learn. In Social Studies the child moves from one word to the next by showing an understanding of the concept or definition.

After a child arrives at the destination, then he or she can listen to others try.

WORD ANALYSIS


PHONETICAL
MAGIC

Phonetical Magic is the simple process of unlocking words in six easy steps. It is easy for teachers and fun for kids.

Phonetical Magic should be used to develop word attack skills. It is but one phase of reading development.

This process is a modified outgrowth of the Power Phonics program developed by Dr. D. L. Edwards, Miami University. Dr. Edwards suggests that, "The most effective method for reading a language in its written form is to use the Analytical Process: Coordinated use of phonics clues, word division clues, context clues, configuration clues, service words, and the dictionary." We find this method very effective.

With this in mind, Phonetical Magic presents the word division and phonic clues in story form.

HOW TO USE PHONETICAL MAGIC

In the Phonetical Magic method of teaching word attack skills, there are five phonic rules plus word division clues. It is to be used in a sequential manner. We suggest the following procedure:

1. Be familiar with the entire program before you try to teach it.

2. The children must know their consonant sounds and the word endings tion, sion, and ing.

3. Introduce the dirty dogs, friends, and magic H friends by reading or telling the story that goes with the appropriate chart.

   The vowels are dirty dogs.
   The consonants are friends.
   The digraphs are the magic H friends.

4. Introduce each phonic story by using the appropriate charts and word list.

   There are three exercise sheets for each trick. They increase in difficulty. These exercise sheets are optional. However, we feel they are beneficial in that they reinforce the trick.

5. Word division is necessary for larger words. Say to students: "We unlock large words much the same way as we eat - bite by bite." Practice word division for better digestion.

6. After all five tricks and word division clues have been presented, encourage children to use the Analytical Process with all unknown words. Use the review chart. Locate the review chart where children can make constant reference.

NECESSARY STEPS FOR SUCCESS

1. Underline dirty dogs in the unknown word.
2. Divide the word using the picture chart.
3. Trick - What trick works in each part?
4. Add - Sound each part and add them together.
5. Solution - The word is now in recognition range. Figure out its correct pronunciation. Use context clues if necessary.

   Example: We had hot dogs and s a u/e r k/r a u t for dinner.

GENERAL SUGGESTIONS

1. Don't hurry; stay flexible; the system will get you close enough to recognize the word.
2. Teach children to blend consonants with vowels and consonants with consonants.
3. Use context clues if necessary.
4. Constantly review short vowel sounds. Fat Ed is not up.
5. Practice will provide experience. Experience aids sight vocabulary and comprehension. Short stories of easy reading levels are excellent for practice. Do a great deal of easy reading.
6. Nonsense words are fun and should be used to practice the tricks.
7. Do not encourage children to guess. Use the system.

OPTIONAL PROCEDURES

1. Pre-test - Post-test (sample copy in back of book)

   The pre-test can be used to evaluate the child's knowledge and use of word attack skills. The post-test can be used to measure increased understanding.

   The test includes five nonsense samples of each trick to be taught and should be given orally. Each column should be presented on a card.

   When administering pre-test, encourage children to use any previously learned skills to pronounce the nonsense word.

   In the post-test, simply remind the children to use the tricks.

2. Charts are available in the back of the book. Mount these charts on background paper in the order in which the trick is taught.

   The charts act as visual stimuli and constant reminder of the skill. Avoid guessing - use the charts!

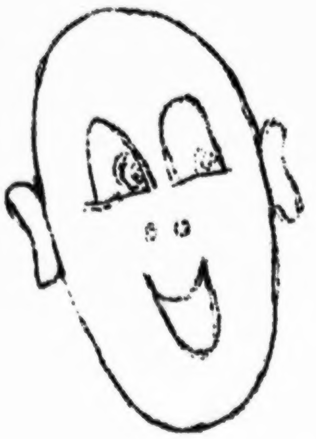
3. Other Suggested Activities:

   Games:

   Phonic Rummy
   End in E
   TAKE
   Group Sounding Game
   Quiet Pal Game

   Have the children make their own notebook with their own dirty dogs, friends, and tricks.

   Children will enjoy finding tricks in any written material (newspapers, magazines, etc.)



YOUR FRIENDS (consonants)

B C D F G H J K

L M N P Q(u) R S

T V W X Y Z

These are our friends. We call them friends because they stay the same. They don't try to change their sounds all the time and they don't try to confuse us and play tricks on us.

OPTIONAL:

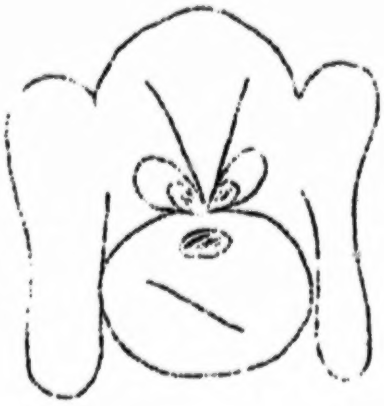
Now, our friend "C" can sound like a (s) as in ceiling or a (k) in cat. Those are the only two sounds we must remember for our friend "C".

The "G" can sound like (j) as in gym or a (g) as in gun.

Then your "Y" friend is sometimes a dirty dog, if he is on the end of a word.

If you find "Y" at the end of a word, he will sound like I or E. We'll talk about this a little more later.

Other than these three friends who sometimes turn bad on us, our other friends always say the same thing no matter what.



DIRTY DOGS

(vowels)

A

E

I

O

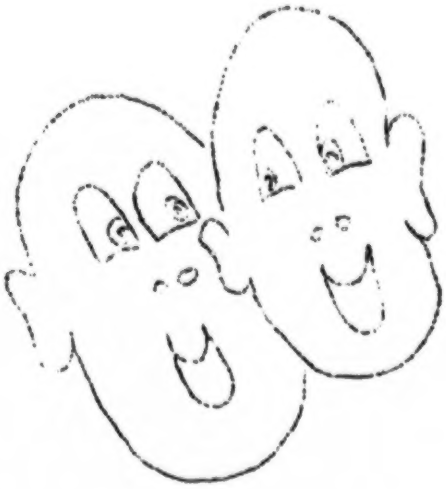
U

They play tricks on you! (sometimes Y)

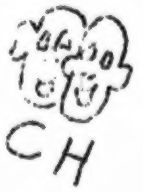
These are the dirty dogs. They are the meanest, sneakiest, most underhanded bums you will ever meet. Their main aim in life is to play tricks on you and your friends. They will stop at nothing to mix you up. Nothing would make them happier than to confuse you so much that you would give up when you are reading.

Do you want to make these rotten bums happy? Of course not! So, we're going to learn a few tricks to play on the dirty dogs so they can't trick us.

MAGIC
H
FRIENDS



SH
TH
CH
WH
PH



These are some of the best friends you will ever meet. When you see them together, they just cannot be separated. They are sort of like you and your best friend. You do everything together and you like the same things.

Your very good friends above are the same way. Not only do they go places together and like the same things - they also talk together. No, they don't make separate sounds - they make one special sound. But, they make one special sound only when they are together.

Let's look, for instance, at some words we know with the very good friends in them.

Think of the word THANKSGIVING. What sound did the very good friends make?

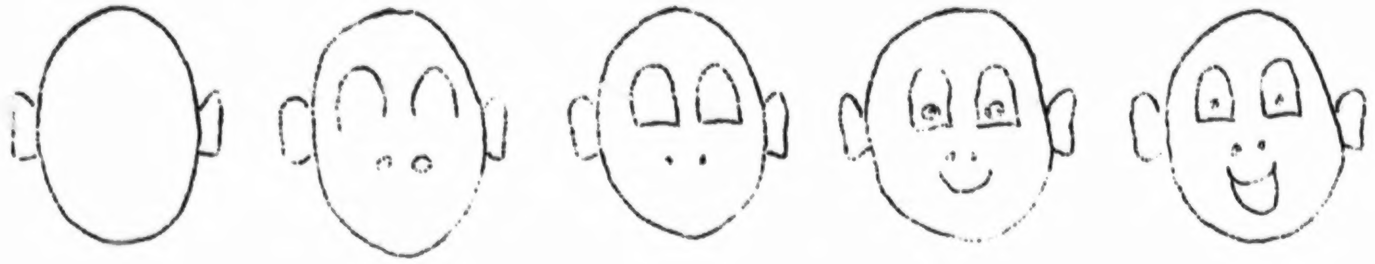
Think of the word SHARP. What sound did the very good friends make?

What about WHITE ? What sound did the very good friends make ?

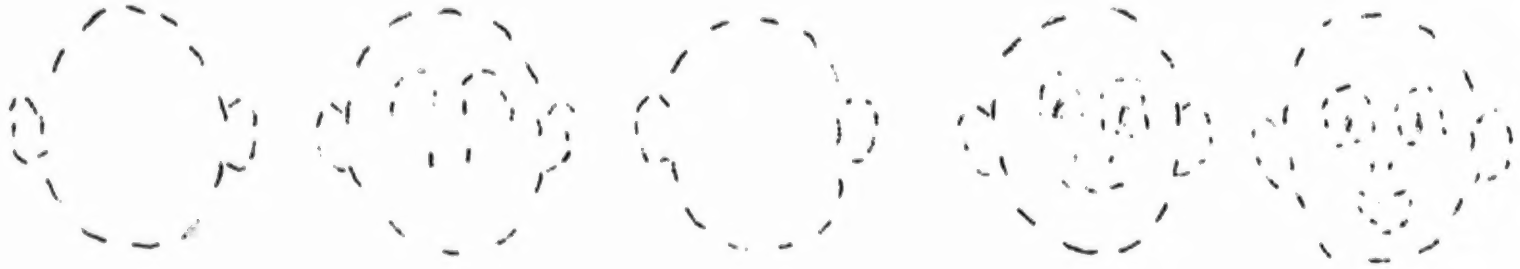
And CHURCH ? What sound did the very good friends make ?

And last, what about PHOTOGRAPH ? What sound did the very good friends make here ? You see, these very good friends cannot be separated. They stick together and talk together.

Teach Your Children to Draw the Friends!

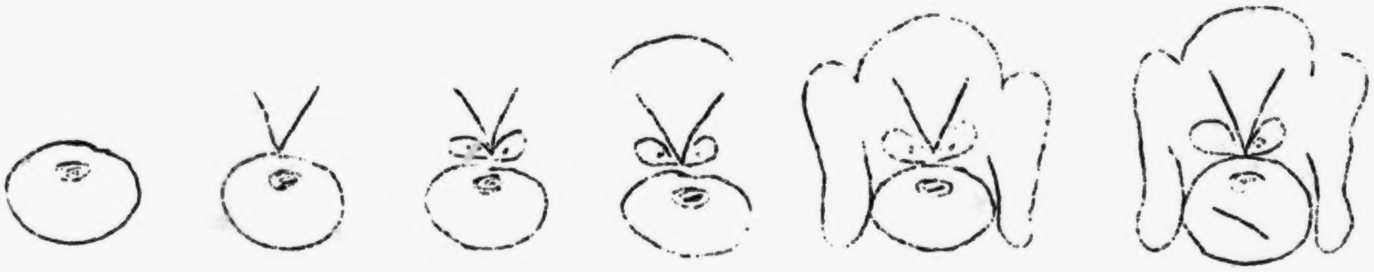


Try It With the Dots

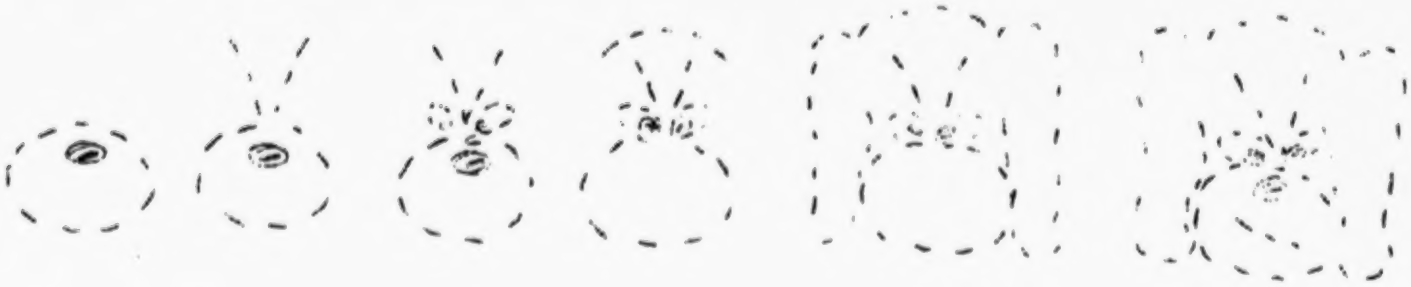


Now Make Some On Your Own

Teach Your Children to Draw the Dirty Dogs!

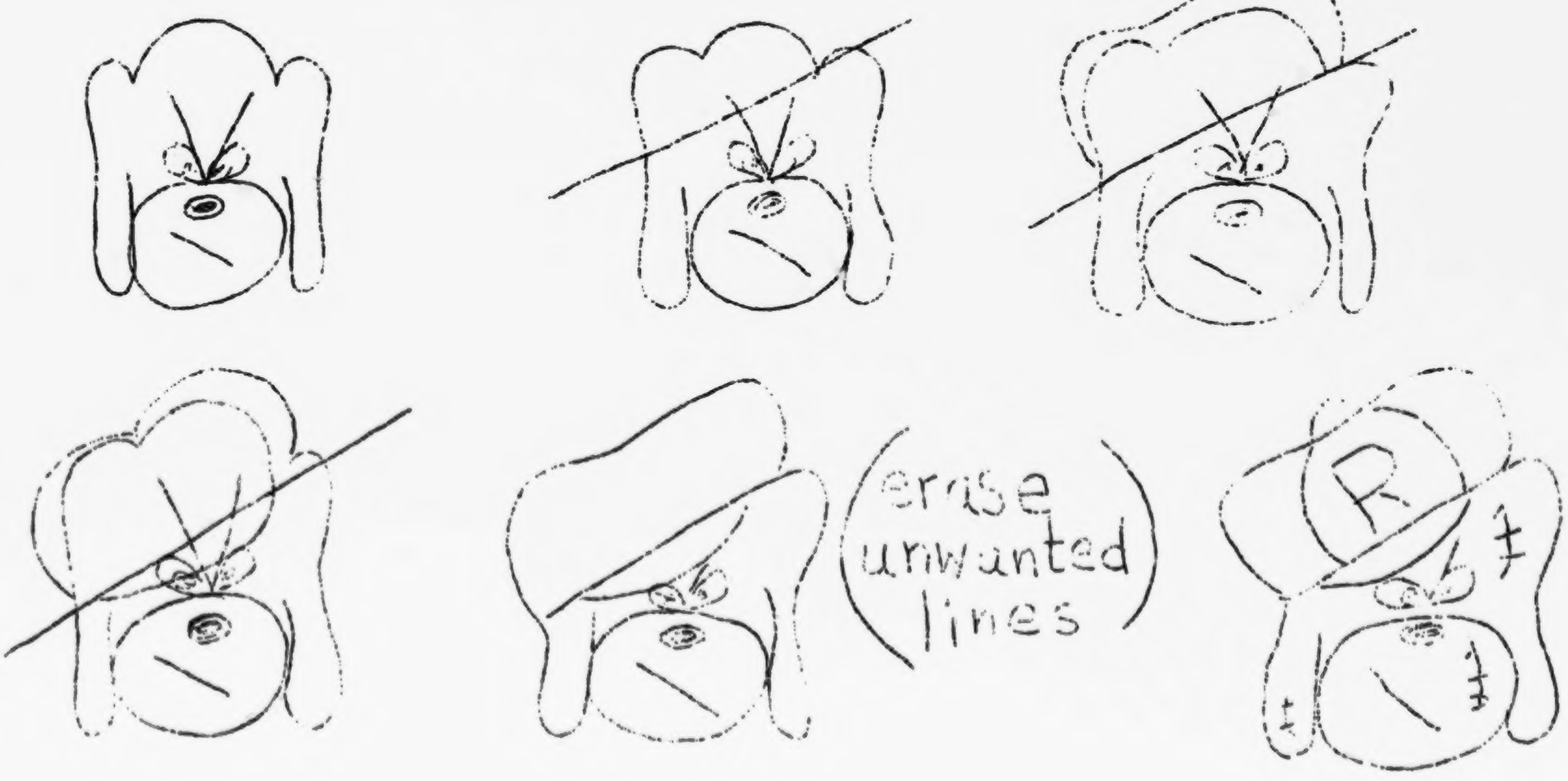


Now You Try It With The Dots

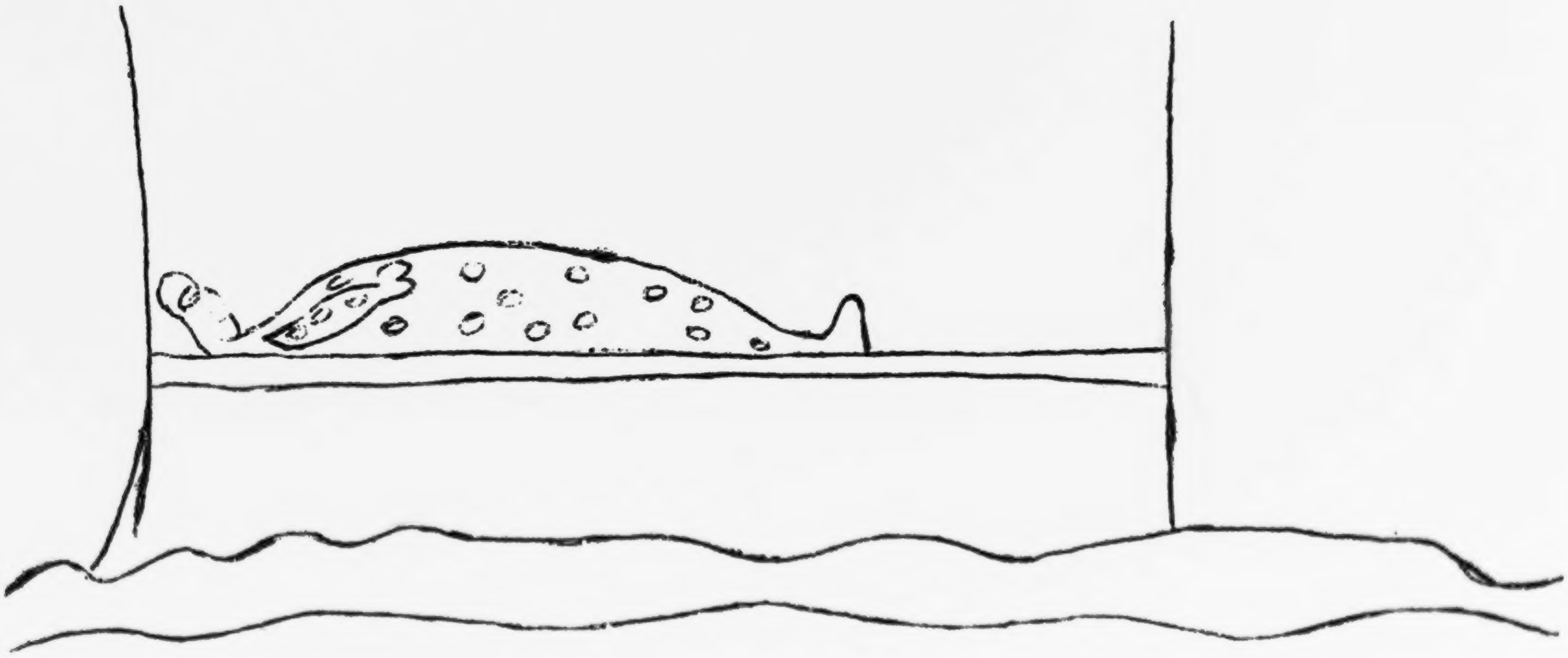


Try A Few By Yourself

Teach Your Children to Draw Bossy R

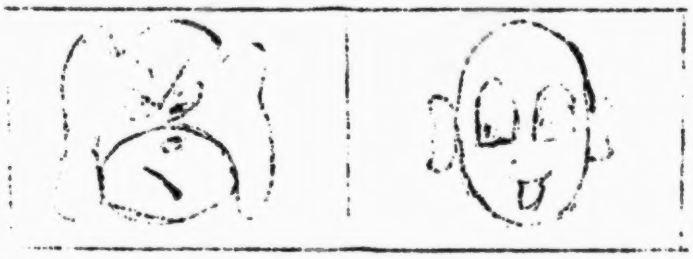

(erase unwanted lines)
R

Try One Yourself



FAT ED IS Not UP

TRICK 1



THE SHORT TAIL
STORY

Notice how sneaky the dirty dog looks. He wants to play a trick on the friend at the right. Dirty dogs always try to play mean, low down, dirty tricks on the friends, but only the friend on the right.

The friend in this story is safe and happy in his house, when he hears a knock at his door. As he opens the door, to his surprise, he sees the dirty dog. Not wanting to be tricked, he slams the door as hard as he can. You would do the same, I am sure.

Well, for trying to play such a dirty trick, the dirty dog gets just what he has coming. He got his nice long tail cut off when the door was slammed. "Serves him right," thought the friend, who was still shaking with fear. "I'm safe now and that dirty dog is very mad. He has only a short tail."

From this point on, dirty dogs who have had their tail cut off, can use only short sounds found in the following sentence:

FAT ED IS NOT UP.

Don't let children guess. Use the guide sentence to determine the sound of the dirty dogs. Have children find and underline dirty dogs. Then blend the consonant sounds with the short sounds. Example: Ba + t = bat, Be + t = bet

WORD LIST TRICK 1

ox
in
at
it
if
is
ax
ask
lid
nut
tug
mop
lag
job
fed
pig
hum
win
hut
tag
pen
bit
mud
leg
but
bud
cap
nap

rob
hen
hem
rub
bug
nod
bad
web
mix
fix
cub
yet
rug
fog
fan
wag
log
bed
led
dip
tub
dug
cop
fuzz
bell
sell
rock
lock

hill
mill
pill
kill
fill
dill
sock
mock
bath
math
lift
ship
stick
shift
click
brick
clock
flock
clutch
rocket
public
pencil
addition
subtract
click
drift
stocking
tilling

Lab Sheet 1-C

Underline the dirty dogs: Y A P O T D M V I E B U

Underline the dirty dogs in the following sentence:

Fat Ed is not up.

Who plays dirty tricks on us? ______________________________

Who doesn't play dirty tricks on us? __________________________

Draw a picture of:

dirty dog friend Magic H

Study the word list. Underline the dirty dogs. Try to sound each word. If you need help, work with a partner for a few minutes.

Bap
Bep
Bip
Bop
Bup

Lad
Led
Lip
Lop
Lud

Dut
Zap
Gim
Nop
Mev

Make up your own words:

1. _ _ _
2. _ _ _
3. _ _ _ _
4. _ _ _ _

Name______________________________

Lab Sheet 1-B

Read the story below. Do the following three things:

1. Underline all the dirty dogs.
2. Circle words that have the Magic H.
3. Give the story a name in the blank space.

____

April Fool's Day is celebrated on the first day of April. On this day many people play harmless jokes on others.

A person who has a joke played on him, on this day, is called an "April fool." Beware of others who try to play a joke on you. You may be an "April fool."

Study the word list. Underline the dirty dogs. Try to sound each word. If you need help, work with a partner for a few minutes.

Thub
Vod
Biz
Matip
Raton
Lap
Tonic
Dob

Make up your own word - - - - - - -

What do dirty dogs do? ______________________________

Write the sentence that reminds us of the short dog barks.

____

Name______________________________

Lab Sheet 1-A

Head each pair of words below. Underline the dirty dogs. If the two words have the same dirty dog sound, write Same on the line. If the words do not have the same sound write Different.

Example: rat - cat ____Same________

bit - tie ____Different____

zap - bip ______________

bip - tip ______________

boat-cap ______________

daz - cat ______________

hob - top ______________

bub - myst ______________

lab - ate ______________

toe - shop ______________

eat - lep ______________

mep - bet ______________

Study the word list. Underline the dirty dogs. Try to sound each word. If you need help, work with a partner for a few minutes.

thub clig sigino self shato

humming pibonet lotubit fabemiz tonic

In the blanks below, make up your own words for others to try.

1. _ _ _ _ _
2. _ _ _ _ _
3. _ _ _ _ _ _ _ _

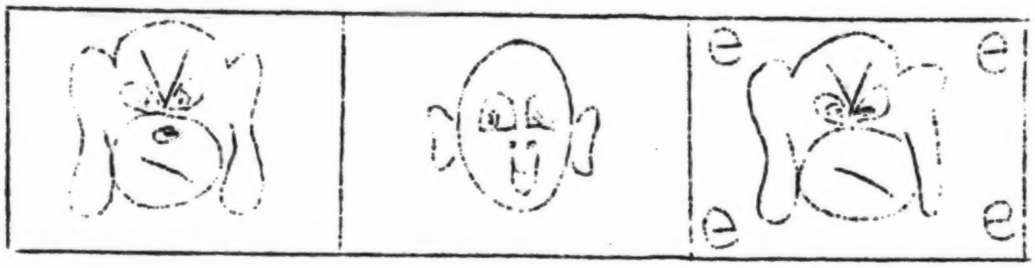
What do dirty dogs do? ______________________________

Why don't friends play tricks on us? ______________________________

____

Name______________________________

TRICK 2



QUIET DOCTOR STORY

It seems such a shame that the dirty dogs should have the terrible fate of having their tails cut off. Maybe something can be done to help them. Maybe someone will come along and help.

If you look closely at the picture for this story, you will find that the first dirty dog tried to play a trick and got his tail cut off. But there is another dirty dog in the last house. Remember dirty dogs play a lot of tricks. I wonder what trick this dirty dog is planning.

Notice that this isn't just any dirty dog. He has a name on his house. He is dirty dog E, better known to the other dogs as, Dirty Dog Doctor E. Since he is a doctor, his trick is to sew the injured dog's tail back on.

Some people call him the quiet doctor because he doesn't make any noise. He can't say $\breve{e}$ or $\bar{e}$, because if he makes any noise the friends might hear him and if he should get caught, well, he might get his own tail cut off. If you were doctor E, would you make any noise?

Of course, not all dirty dog e's are doctors. First, a doctor E lives at the end of the block. Secondly, there must be someone injured for the doctor to help. Once the tail has been repaired, the dirty dog says his long sound again.

WORD LIST TRICK 2

note
hate
rate
fate
mate
late
rake
fake
make
take
bake
sake
lake
gate
cube
tube
rude
time
lime
dime
mine
nine
fine
lane
fame
pane
tame

hole
mole
sole
pole
dole
wife
life
June
fuse
game
lame
pile
file
mile
tile
yule
grape
stone
phone
bride
whale
drove
paste
waste
taste
while
skate

use
smile
spade
broke
cone
shape
grade
shade
knife
smoke
stove
slide
shake
stale
white
blade
throne
stone
strife
like
bike
kite
hope
dope
rope
pale
wipe

Lab Sheet 2-C

Circle the words that have a dirty dog doctor E.

nort
note
the
we
pen
tee
hope
freedom
same
ride
bit
three

Study the following word list. Can you say all the words correctly?

bit
bite
not
note
quit
quite
cut
cute
rid
ride

Complete the sentences using words from the word list.

1. I _______ my finger on the sharp knife.
2. You may _________ go to the store.
3. Isn't that a _________________ little dog.
4. Write a short __________________ on each card.
5. I like to ________________ on the school bus.
6. I will be glad to get _______________ of all this junk.
7. I just want a little _______________ of the cake.
8. He is ________________ good at playing the piano and drums.
9. That dog might _____________ you.
10. The boys _______________ playing when they got tired.

REMEMBER: Y is sometimes a dirty dog. Y has the sound of long e in the word HAPPY. Y has the sound of long i in the word SKY.

Name____

Lab Sheet 2-B

Circle the words that have a dirty dog doctor E.

nort
note
tee
we
pen
the
hope
freedom
knowledge
government
same
farmer

Matching: Notice the example. Something snakes do, is a good match for bite.

___ Something snakes do
___ A written message
___ A pretty girl is
___ Put together
___ Conceal
___ Walking stick

1. cute
2. note
3. made
4. cane
5. hide
6. bite

Study the following word list until you can say all of the words.

raze
pebe
whige
tose
mude
chige
sote
vume
daze
bepe
shote
rope

Remember that Y is sometimes a dirty dog. It has the sound of long e in the word HEAVY. Y has the sound of long i in SKY.

example: my (i) holy (e) jolly (e) by (i)

only ( )
puppy ( )
dry ( )
ready ( )
fly ( )
pretty ( )
spy ( )
really ( )
icy ( )
lazy ( )
lady ( )
why ( )
fry ( )
pony ( )
cry ( )
many ( )

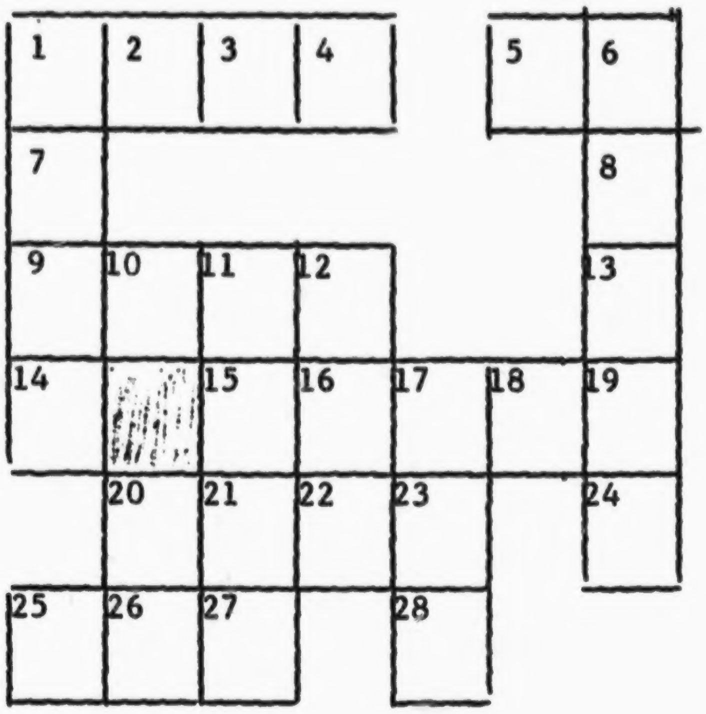
Name________________________________

Lab Sheet 2-A

Circle the words that have a dirty dog doctor E.

north
note
tee
we
pen
the
hope
freedom
knowledge
government
farmer
same

Use the clues to fill in the puzzle.


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28

Words going Across

1. Another word for pretty
5. the two of ___ ___
9. a written message
15. go into
20. put together
25. change the mixed up letters to form the word RHE

Words going Down

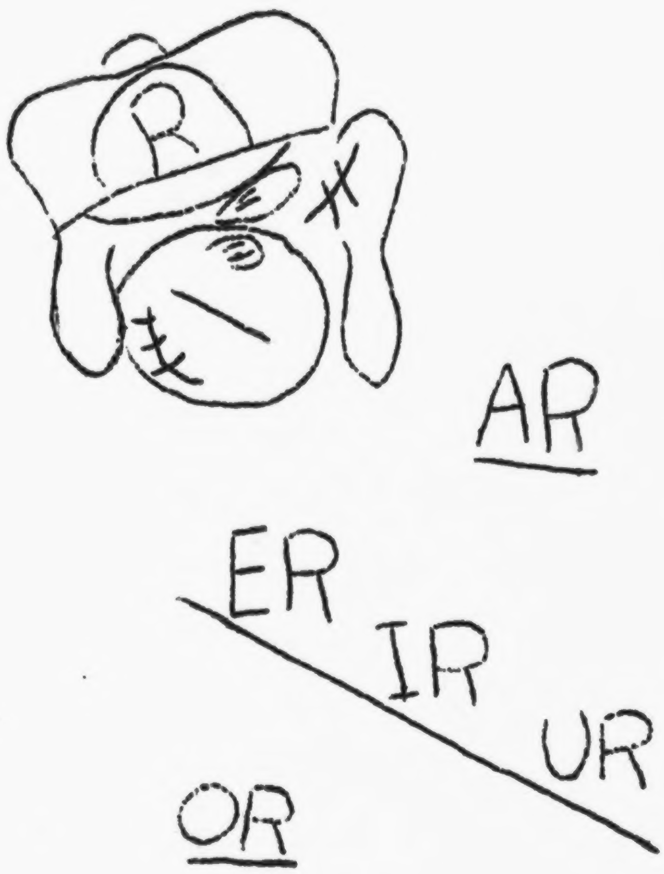
1. candy ___ ___ ___ ___
6. ___ ___ ___ ___ ___ book
11. water that comes from the eye.
12. finish
17. boys name
20. it belongs to ___ ___.

There are four words in the puzzle that have a dirty dog doctor E. What are they? ______________________________

Name ______________________

TRICK 3

BOSSY R



The gang of dirty dogs need a leader to help them plan their mean tricks on the friends. That's where Bossy R comes in. He is the leader of the dirty dogs. Bossy R is so mean that all the friends are out to get him. So he never goes out alone. He always has a dirty dog on his left side as a bodyguard. If you see R in a word, look to see if there is a bodyguard on the left side. If there is, you can be sure you have found a Bossy R.

Look at the five different Bossy R's. I hope you already know the word (or). If you do we can concentrate on the others.

One day Bossy R called all the other dirty dogs together and give them the order that they were to call him Boss-er. He liked the name (er) and wanted everyone to call him by that name. All agreed but dirty dog A. He said that since he was the very first dirty dog to join the gang, he should be able to call the boss by his first name, which is R.

So it was decided that A, when with R, could say R. Ir, er, and ur, would all say (er). And I hope you remember what (or) says.

Examples: TAR
FASTER
STIR
FUR
FOR

WORD LIST TRICK 3

car
bar
tar
far
for
torn
worn
farmer
lard
card
charter
more
ornament
orator
order
writer
fortune
teacher
faster
turn
fern
germ
term
fur
fir
stir
burn
star
father

score
forth
fort
arm
barn
harm
darn
finger
linger
ponder
stir
liberty
irk
flirt
shirt
wart
bark
park
skirt
modern
barber
ceramic
barbituate
churn
shirp
were
whirl
twirl
swirl

girl
carpenter
army
tart
market
forget
forever
before
forgot
stork
story
store
sore
score
scorn
curtain
lurk
burp
slurp
carpet
carp
torrid
horse
corporal
nurse
purse
fracture
mixture
bird

Lab Sheet 3-C

Which dirty dog calls Bossy R by his first name? ______________________________

1. ____________ Bossy R is a nice guy. (example)

   If the statement is true, write TRUE. If the statement is not true, write FALSE.

2. ____________ Bossy R is always at the end of a word.

3. ____________ Bossy R will always have a bodyguard on his left side.

4. ____________ R is always a bad guy.

5. ____________ Bossy R always makes the same sound.

6. ____________ Bossy R is the leader of the dirty dogs.

7. ____________ Y is sometimes a dirty dog.

8. ____________ R is a double agent in some words.

9. ____________ A dirty dog that tries to play a trick on a friend usually gets his tail cut off.

10. ____________ Dirty dog doctor E is always at the end of a word.

Circle the words that have a Bossy R.

red
ornament
world
pack
victory

bread
erk
for
dare
board

rope
verb
decoration
real
bar

player
America
grade
cry
leader

Study the word list. See if you can find the tricks. If you can, you will be able to read the words correctly.

tardon
short

zubirt
church

reride
phoride

gabe
public

Name ____

Lab Sheet 3-B

Which dirty dog can call Bossy R by his first name?____________________

1. Circle the group of Bossy R's that make the same sound.

A) or ir er
B) ar ur or
C) ur er ir
D) er ar ur

2. Circle the group of Bossy R's that all make a different sound.

A) or er ar
B) ur ir er
C) or ir er
D) ur er ar

3. Circle the correct statement

A) Bossy R is a nice guy.
B) Bossy R is the gang leader of the dirty dogs.
C) The letter R is always a bad guy.
D) Bossy R always has a dirty dog on his right.

4. Dirty Dog Doctor E is

A) at the beginning of a word
B) at the end of a word
C) always followed by Bossy R
D) usually making the short sound

Bossy R makes three sounds. Complete the lists below that have that sound.

tar	verb	bird	turn	for

Circle the words that have a Bossy R.

red
verb
bar
board
rope
bread
for
cry
leader
erk
decoration
dare
player
ornament
victory
real
America
grade
pack
world

Name______________________________

Lab Sheet 3-A

Remember that Y is sometimes a dirty dog. It has the sound of long e in the word HEAVY. Y has the sound of long i in SKY.

Example: my (i) holy (e) jolly (e) by (i)

only	( )	fly	( )	icy	( )	fry	( )
puppy	( )	pretty	( )	lazy	( )	pony	( )
dry	( )	spy	( )	lady	( )	cry	( )
ready	( )	really	( )	shy	( )	many	( )

1. Circle the group of Bossy R's that make the same sound.

   A. or er ir

   B. ar ur or

   C. ur er ir

   D. er ar ur

2. Circle the group of Bossy R's that all make a different sound.

   A. or er ar

   B. ur ir er

   C. or ir er

   D. ur er ar

Read the following paragraph and circle the Bossy R's.

Once upon a time, there was a little boy who wanted to take a trip to the moon. Every day he would stare at the stars in the sky. Some day, he thought, he would visit many places in the sky. He would build a wonderful castle on the moon. In the backyard there would be enough room for his launching pad and space ship.

Name________________________________

TRICK 4

TWO DIRTY DOGS

In this story we have two dirty dogs together. If you remember all the trouble we had with one dirty dog, then it should be no surprise to find out that two dirty dogs will play a lot of tricks.

Usually, the first dirty dog says its long sound and the second dirty dog says nothing. The second dirty dog is said to be silent.

Example: BŌȺT FĒɆD

CŌȺT TĒȺM

But, since there are two dirty dogs, look out for more than one trick.

Example: BRĔȺD

The key to success on this trick is to remain flexible. Practice will be of great value. If the first dirty dog isn't long and the second one isn't silent, try to figure out what trick is working. Eventually this trick won't seem so difficult.

WORD LIST TRICK 4

seal
leaf
bead
peach
toad
coach
toast
oak
load
clean
mean
soak
road
float
goat
ceiling
meat
paid
rain
cheek
stairs
mail
pray
seat
feast
chain
wheat

soap
seat
hoe
receive
toes
roast
toast
toe
true
statue
boast
beast
feast
pail
tail
oats
east
feel
reach
lead
jail
raid
speed
hay
cream
wait
braid

disease
daisy
coat
goes
speak
leave
stream
goat
peace
pain
reason
lead
people
cheap
beach
pain
paint
steam
teach
sheet
snail
cheat
creep
clay
meal
train
need

Lab Sheet 4-C

1. Say the words below.
2. Mark out the dirty dog that is silent. (pe~~a~~ch)

seal
oak
clean
tail
coat
east
rain

weed
sea
main
eat
feet
road
goat

Fill in the blanks.

When you see two dirty dogs together, the first dirty dog ____________

and the second dirty dog is ________________.

Remember: If Trick 4 does not fit, use the short sounds for the dirty dogs.

What tricks can you use to unlock the following words? Use the charts if you need to.

	Trick		Trick
car	_______	toad	_______
bake	_______	jacks	_______
fan	_______	rose	_______
mean	_______	sock	_______
pipe	_______	white	_______
dress	_______	care	_______
clean	_______	forecast	_______

Name ________________________________

Lab Sheet 4-B

Remember, when you see two dirty dogs together, try the rule.

If it doesn't fit, try the short sounds for the dirty dogs.

Below you will find a list of words. Some of the words fit Trick 4, some of them don't. Put all of the words that fit Trick 4 together and all of the words that do not fit Trick 4 together.

eat
mail
vein
thread
rain
neat
oak

weed
leak
bread
chief
feather
mail
learn

Words that fit Trick 4	Words that do not fit Trick 4

What trick or tricks can you use to sound out the words below?

	Trick(s)		Trick(s)
nickname	1-2	leader	
railroad		canal	
interesting		tenailite	
teapot		inroatir	
pancake		banister	
victory		taberealate	
thermometer		telephone	

Name ______________________

Lab Sheet 4-A

Underline all the words in the story below that fit Trick 4.

A beach is a nice place to visit. It is fun to put your toes in the water. You can walk in the sand that has been warmed by the sun. It is as warm as toast.

If you have on your bathing suit, you can swim or float on a raft. You might even get a pail and shovel and make a sand castle.

No matter what you do, a beach can be a peaceful and happy place. It makes you want to stay and never leave.

Think of 3 words that fit Trick 4 with dirty dogs oa together. Do the same with dirty dogs ea together. Do not use the words in the story above.

oa	ea
boat	stream
________	________
________	________
________	________

Sometimes when you see two dirty dogs together, Trick 4 will not work. If it does not, try the short sounds for the dirty dogs.

Below are some words that do not fit Trick 4. Write the correct word in the space.

vein heavy ready eight breath

1. Are you ____________________ for the test in reading today?
2. The ______________________ in his neck was throbbing.
3. Jane had ______________________ new dresses.
4. Glenn lifted the _______________ box and put it on the chair.
5. I looked at the dog and took a deep ________________________.

What are some more words that do not fit Trick 4?

________________ ____________________ ________________

Name____________________________________

Trick 5

OI - OY	oil	boy
AU - AW	auto	saw
OU - OW	out	owl
ŌŌ - ŎŎ	mōōn	bŏŏk
OW	show	

SPECIAL COMBINATIONS

Trick 5 is very much like trick 4. Don't try to memorize it the first time you use it. Become familiar with the key words and refer to the chart when needed.

Dirty dogs play many tricks but this one will be easy after you use it a few times.

WORD LIST TRICK 5

toy
boy
roy
joy
enjoy
coin
point
noise
toil
coil
joint
moist
oil
voice
loyal
royal
oyster
choice
boil
spoil
soil
out
found
cow
our
now
how

owl
loud
noun
shout
towel
town
pound
clown
mouth
south
house
crown
flower
cloud
drown
now
round
found
hound
saw
law
claw
jaw
draw
paw
August
awful

crawl
straw
autumn
auto
taught
haul
spoon
cook
zoom
took
stool
stood
show
grow
mow
bow
flow
throw
cookies
scout
out
plow
pout
scooter
snoop
brown
pow

Lab Sheet 5-C

Underline the special combinations in the following list of words.

Use the charts if it will help you.

paw
coins
grow
moo
caught
boil
now
straw
author
out
flour
haul
draw
boy
book
toy

Complete the following sentences using words from the list.

broil
brown
food
toys
round
roost
point
owl
coop
choice
now
shoot
out
zoo
down

1. Did you throw pennies .... the well?
2. I mean the same as not in. ....
3. I am one way to cook meat. ....
4. Sam and Pam rode the bus to the ....
5. I'm the color of muddy water. ....
6. All the boys and girls play with me. ....
7. Jack ate the most .... at the picnic.
8. I am the same shape as the tire on your wagon. ....
9. I'm the sharp end of a pin. ....
10. The turkey will .... in the tree.
11. I am a wise bird with big eyes. What am I? ....
12. You can choose this toy or that toy. You have a ....
13. The rooster crowed beside his .... each morning.
14. What I say when asked, "When?" ....
15. We will soon .... a rocket to the moon.

Name______________________________

Lab Sheet 5-B

What is the opposite of up? . . . . __ow __

What is the opposite of north? . . . . __ou __

What does the wind do in storms? . . . . __ __ ow

What does the baseball pitcher do? . . . . __ __ __ ow

What is the opposite of square? . . . . __ ou __ __

Water and sun will make plants . . . . __ __ ow

We grind wheat into . . . . __ __ ou __

Do not put too much food into your. . . . . __ ou __ __

Say these words softly to yourself. If the oo sounds the way it does in Moon, mark the oo like this: o͞o. If the oo sounds the way it does in Book, mark it o͝o.

poor room hook soon
took wood tooth roof

Make real words from the following clues. Use the headings for each column.

au	aw	oi	ou
auto	draw	toil	out

Name ______________________________

Lab Sheet 5-A

Here are some definitions of oi and oy words. Write the word for each definition.

1. Happiness ______joy______
2. Heat a liquid ______________
3. Damp ______________
4. Metal money ______________
5. Plaything ______________
6. Loud ______________

Say these words softly to yourself. If the oo sounds the way it does in Mo͞on, mark the o͞o like this: oo. If the oo sounds the way it does in Bo͝ok, mark it o͝o.

poor room hook soon

took wood tooth roof

Using the au aw clue, write a one word definition for the following:

1. Not cooked (aw) ______raw______
2. Writer (au) ______________
3. Sunrise (aw) ______________
4. Girl child (au) ______________
5. Tool to cut wood (aw) ______________
6. Hesitate (au) ______________

Underline the special combinations. Circle the word in each set that does not have the same sound as the other two.

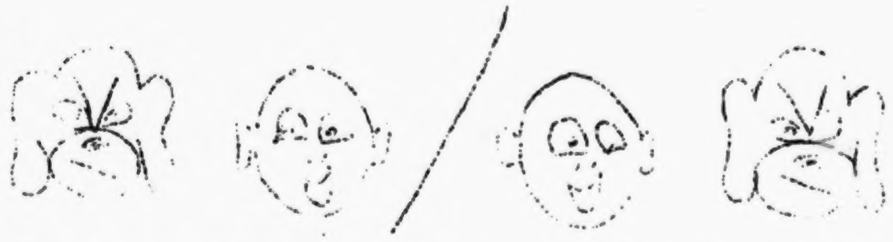
1. paw autumn noon
2. toil boy crow
3. oyster haul naughty
4. down royal out
5. lawyer draw grow
6. tooth spoon book

Name ______________________________

WORD DIVISION

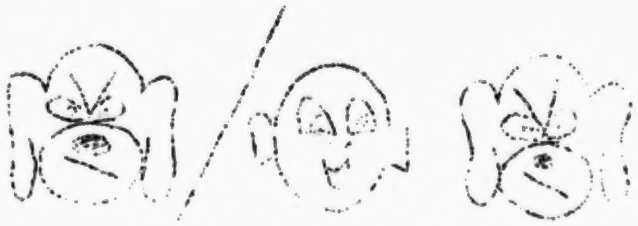
1. Divide between two consonants when they appear between vowel units (single, double, or vowel with "r").

Example: cof / fin



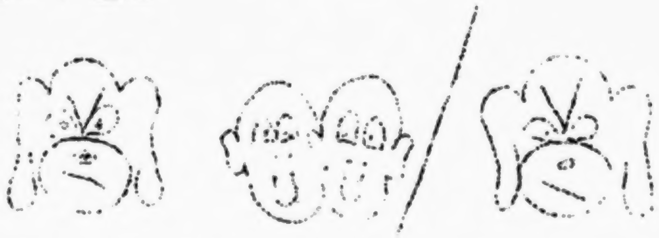
2. Divide in front of one consonant when the consonant appears between two vowel units.

Example: ca / pi / tal   pre / fer



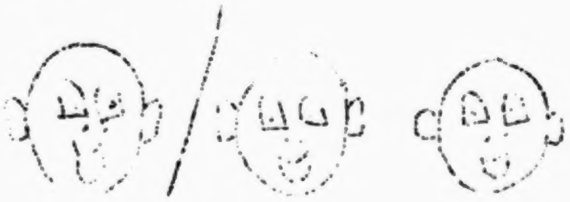
3. Divide behind consonant diagraphs (sh th ph wh ch) when they appear between vowel units.

Example: push / ing



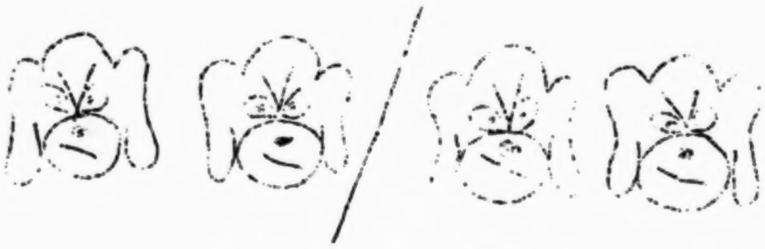
4. Divide between the first two when three consonants appear together.

Example: em / broil



5. When there is no consonant between vowel units: Do not divide the vowel units but make the division behind them.

Example: sau / erk / raut

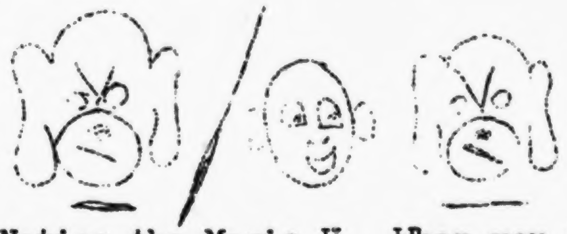


WORD DIVISION

Word division can be lots of fun. Let's pretend we are the dirty dogs, trying to trap some friends between us. It is important that we carefully count the number of friends we trap. Study the pictures and use them to help us divide words. Underlineing the dirty dogs will be a big help.

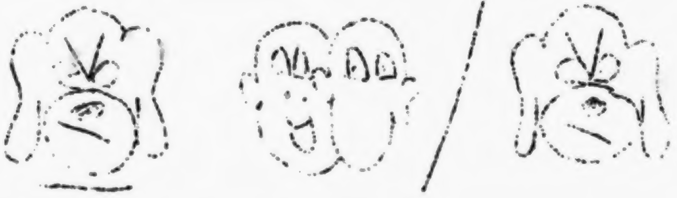
1. In the first picture we have trapped one friend. When you trap one friend, divide on the left side of that friend.

   Example: ca / pi / tal



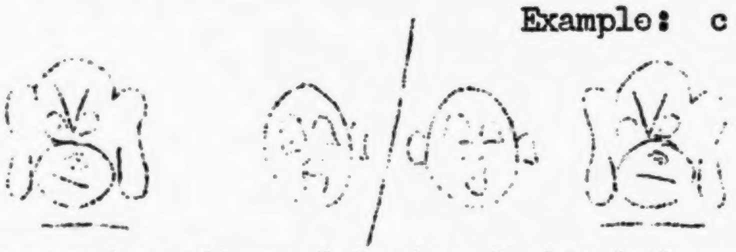
2. Notice the Magic H. When you trap the Magic H, divide on the right side of him. Remember, you can never split a Magic H.

   Example: push / ing



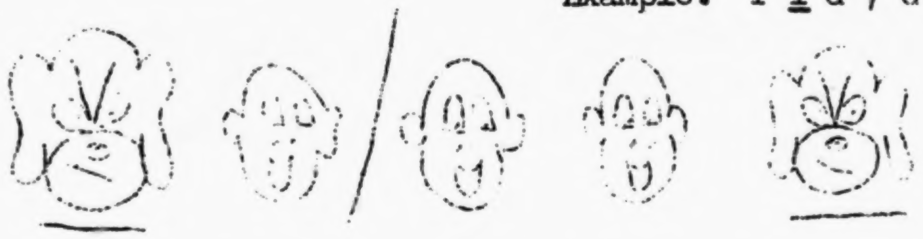
3. When you trap two friends, divide between them.

   Example: cof / fin



4. When you trap three friends, divide between the first friend and the second friend.

   Example: fid / dle



After you divide a word, ask yourself which trick applies to each part. Mark each part: LONG, SHORT OR TRICK

Example: UN / DER / LINE

Lab Sheet 6-C

Do the following three things to the words below. Study the example.

example: $\text{pr}\underline{\text{o}}\text{p}\underline{\text{e}}\text{ll}\underline{\text{er}}$

$\boxed{\text{pr}\underline{\text{o}}\,|\,\text{p}\underline{\text{e}}\text{l}\,|\,\text{l}\underline{\text{er}}}$

$\text{pr}\bar{\text{o}}\text{p}\breve{\text{e}}\text{ll}\underline{\text{er}} \rightarrow 3$

first - Underline the dirty dogs

second - Divide the words

third - Mark the parts long, short, or the trick number

---

1. underneath
   underneath
   underneath
2. flapping
   flapping
   flapping
3. dabbler
   dabbler
   dabbler
4. intent
   intent
   intent
5. romantic
   romantic
   romantic
6. silent
   silent
   silent
7. semester
   semester
   semester
8. interlace
   interlace
   interlace
9. nature
   nature
   nature
10. texture
    texture
    texture

Name____________________________

Lab Sheet 6-B

Ask yourself this question. What trick works in each part? Mark each part. Circle the Bossy R or any special combinations. Be sure to mark out any silent letters.

Ex. 1 Example: bŭt pē far coi

dis dea del liq

bea rou mine sav

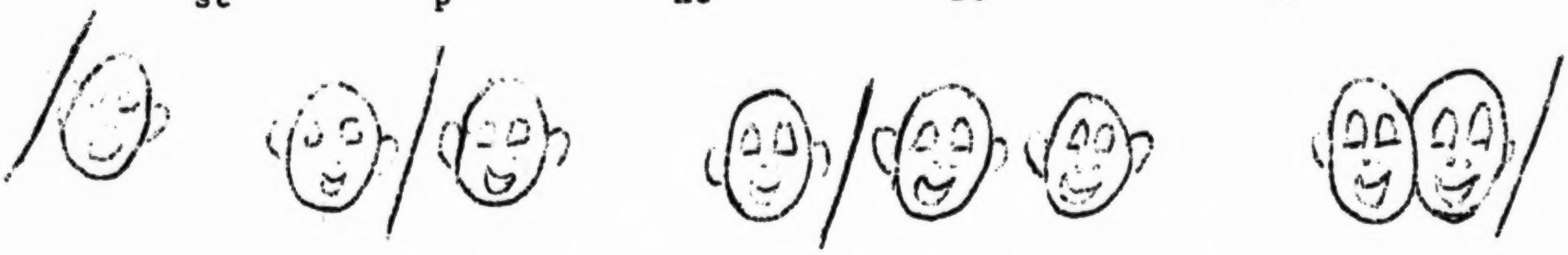
tu ta for rav

What friends are trapped in the following words?

Example:	every	v
	hunter	nt
	embroil	mbr

Assume the following letters are trapped. Use the picture guide to help you divide them. Example: /v n/t m/br

st p nt ft sh



The following words are divided. What trick works in each part? Mark each part the way you did in exercise #1 above.

mea / sure / ment il / lus / tra / tor

steth / as / cope e / lec / tro / mes / net

Can you say the words that you have just marked?

Lab Sheet 6-A

Ask yourself this question. What trick works in each part? Mark each part. Circle the Bossy R or any Special Combination. Be sure to mark out any silent letters.

Example: bŭt pē far coi

dis
bea
tu
tis

dea
for
tri
gela

del
mine
sia
spoon

liq
gil
rou
say

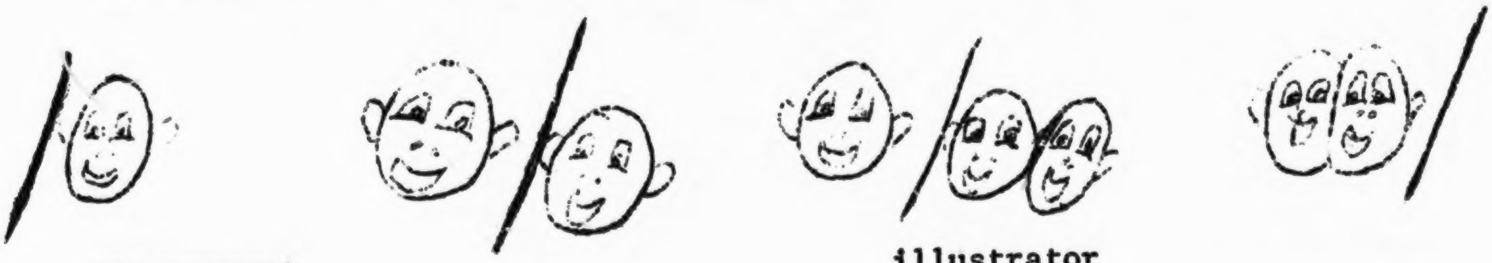
Now many friends are trapped in the following words?

Example: every 1
hunter 2
embroil 3

mystery ______
paper ______
mountains ______

after ______
laugh ______
pushing ______

Use the chart to help you divide the following words. Be sure to underline.



measurement
stethescope

illustrator
electromagnet

Can you see the tricks in each part? See if you can say the words.

Review Chart

After all five tricks and word division clues have been presented. encourage children to use the analytic process with all unknown words. Use the chart below as a outline reminder. Remember, don't guess. Use the chart.

---

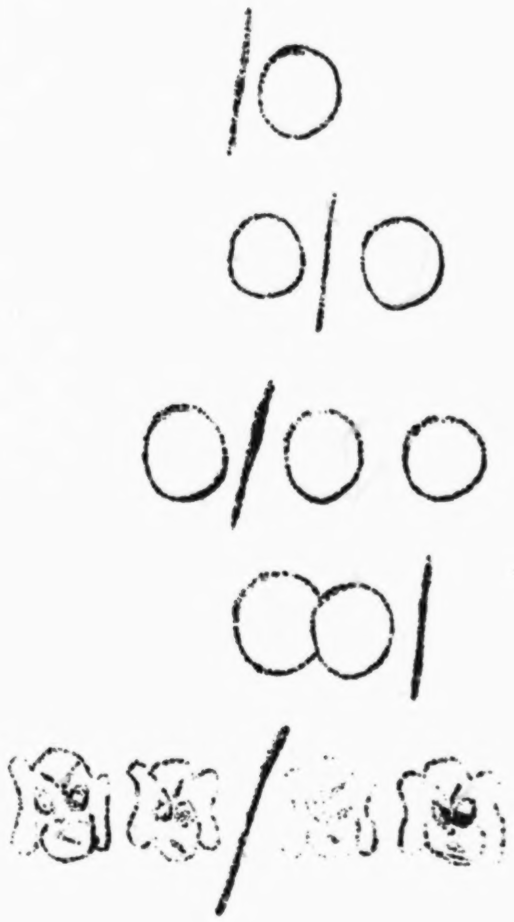
1. Underline
2. Divide
3. What Trick
4. Add Parts
5. Solution

Tricks

1. Short or Long
2. Dr. E
3. Bossy R
4. 2 Dogs - ?
5. Special Combination

oi - oy   oil   toy
au - aw   auto   saw
ou - ow   out   owl
oo - oo   moon   book
ow   grow

Division



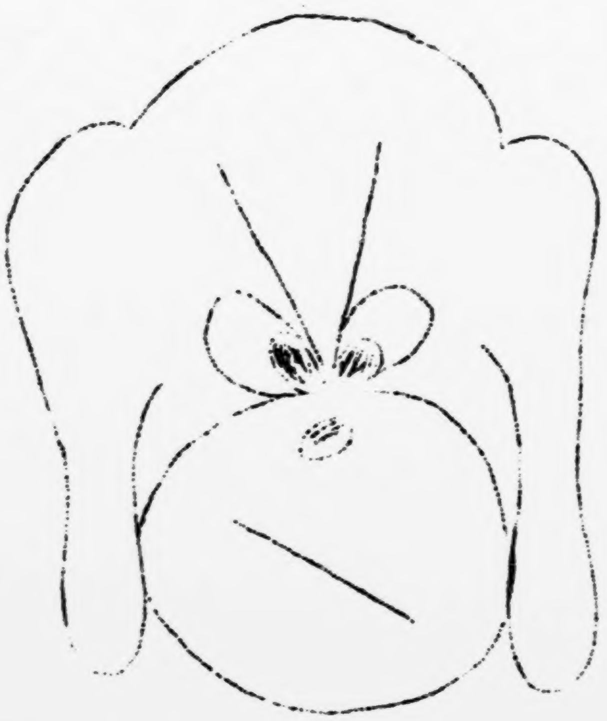
YOUR FRIENDS

(consonants)

B C D F G H J K

L M N P Q(u) R S

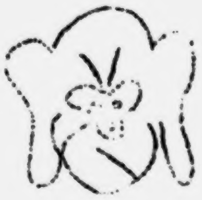
T V W X Y Z



DIRTY DOGS

(vowels)

A



E

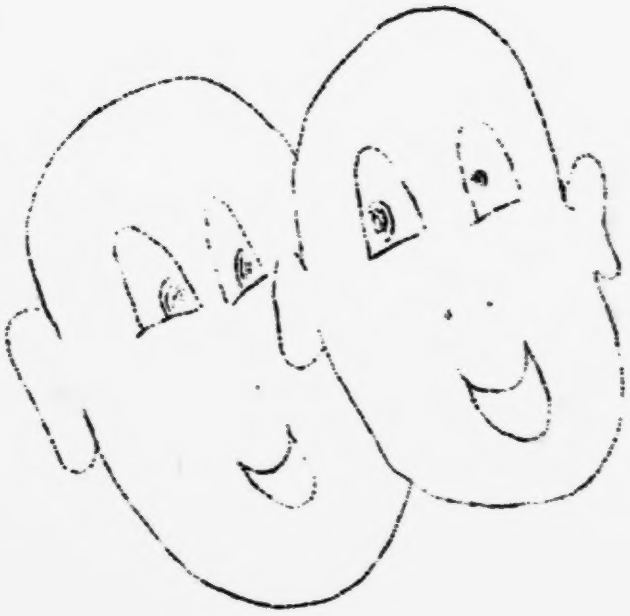
I

O

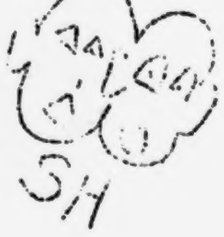
U

(Sometimes Y)

They try to play tricks on you!



MAGIC
H
FRIENDS



SH

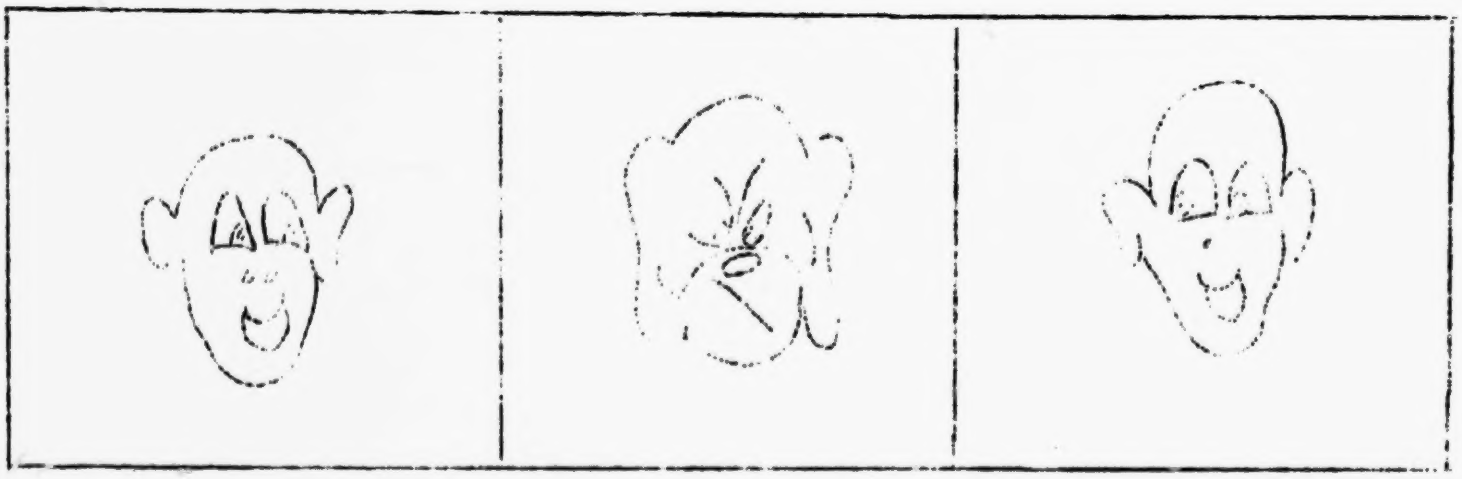
TH

CH

WH

PH

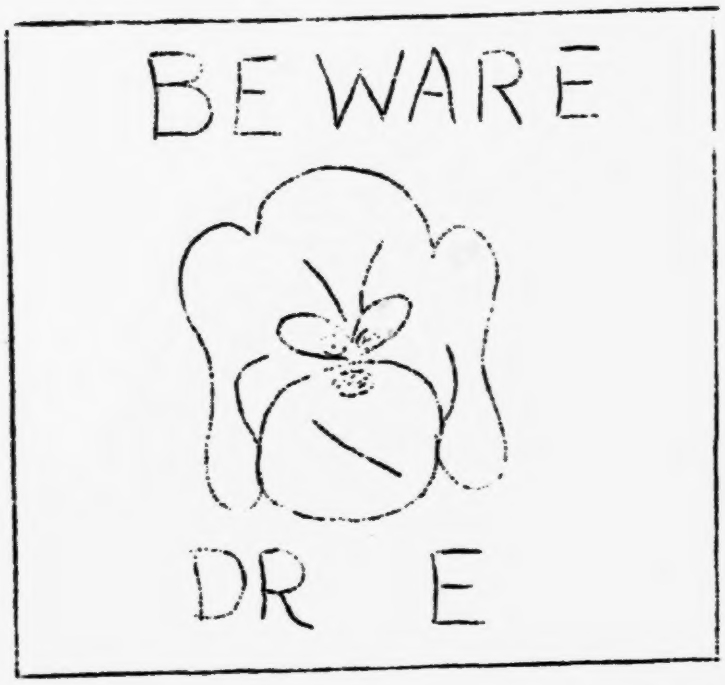
Trick 1.



mad us hop

rid pet bit

Trick 2



made
ride

use
Pete

hope
bite

Trick 3

BOSSY
R

AR

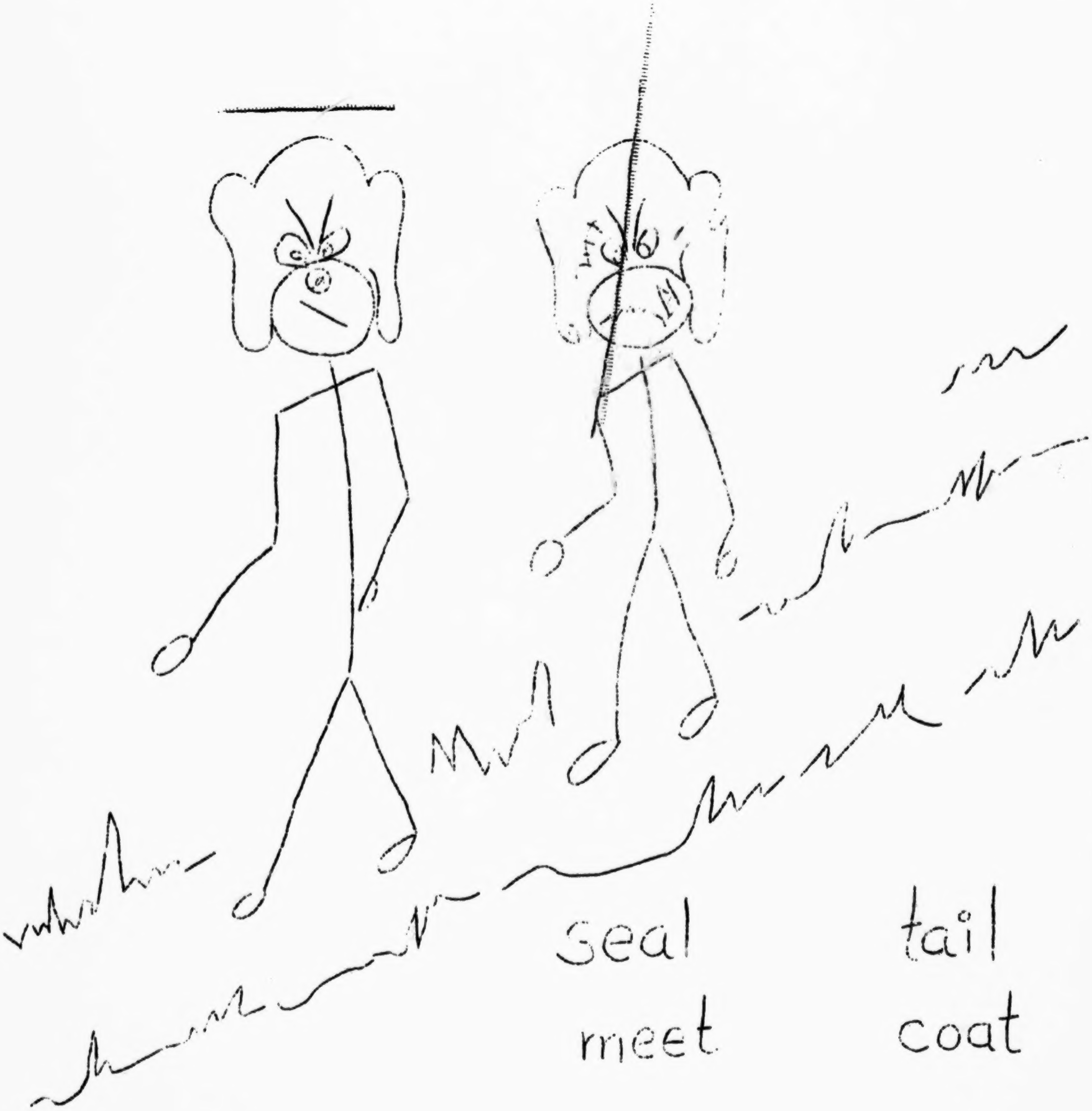
ER

IR

UR

OR

TRICK 4



seal tail
meet coat

Trick 5

SPECIAL COMBINATIONS

au - auto
aw - saw

oi - oil
oy - toy

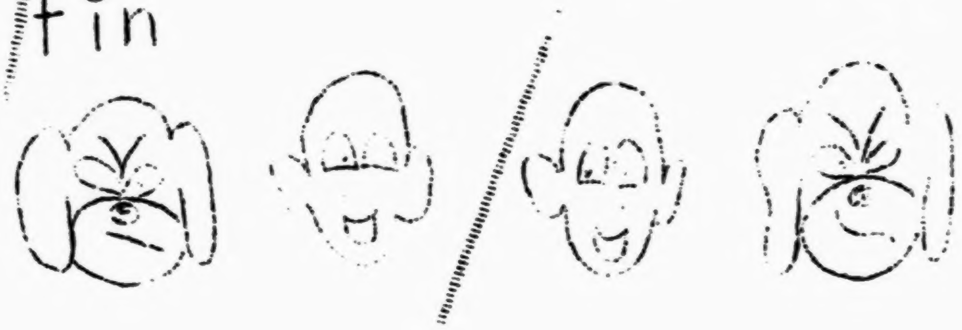
$\overline{oo}$ - moon
$\breve{oo}$ - book

ou - out
ow - owl

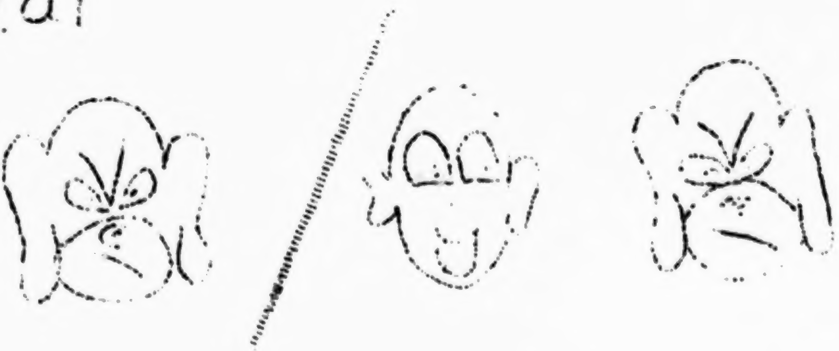
o~~w~~ - grow

Trick 6 WORD DIVISION

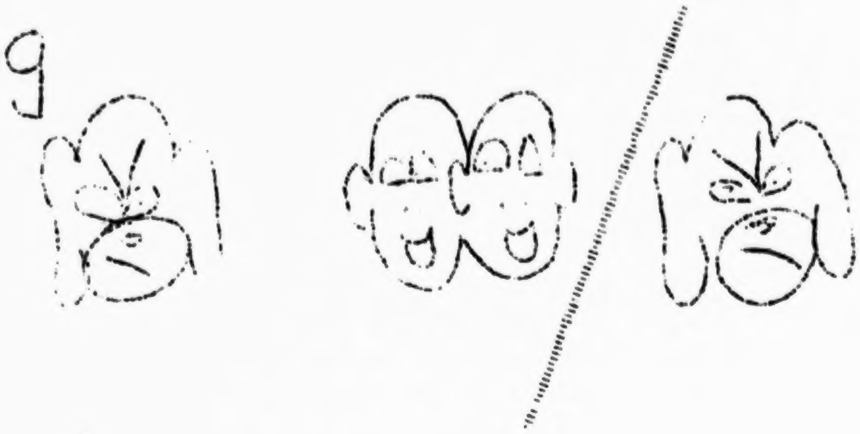
1. cof/fin



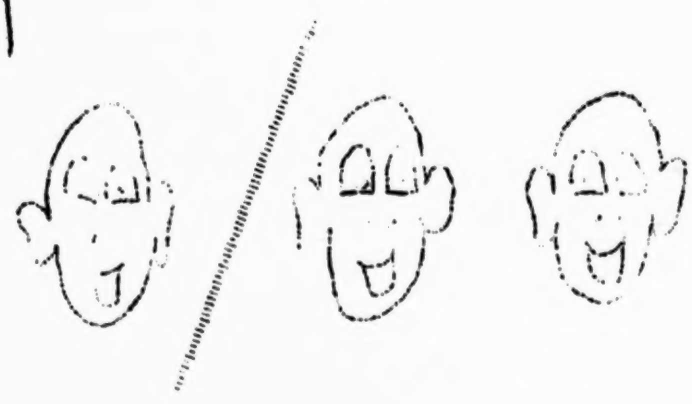
2. Ca/pi/tal



3. push/ing



4. em/broil



REVIEW CHART

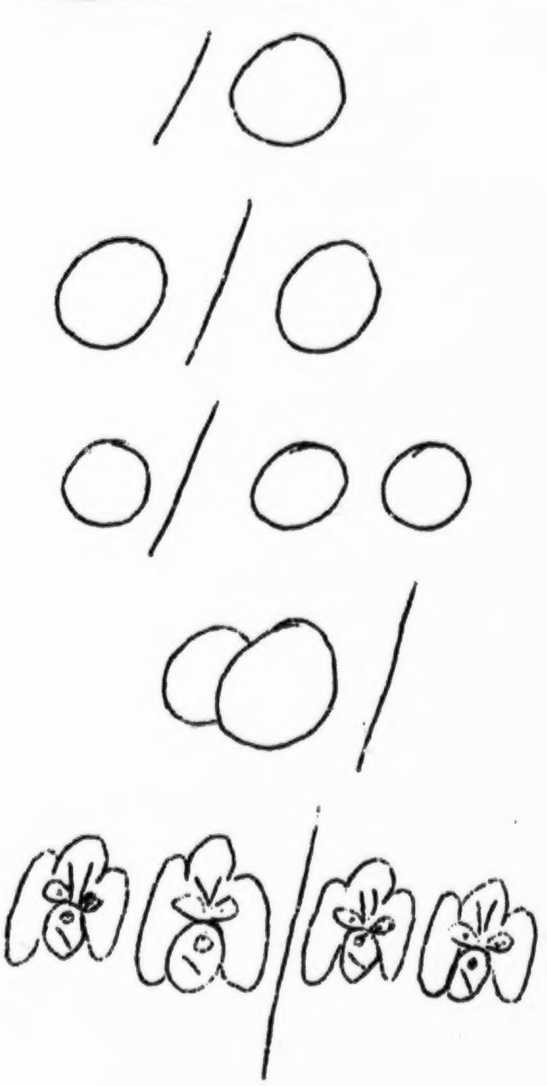
1. Underline
2. Divide
3. What Trick ?
4. Add Parts
5. Solution

Tricks

1. Short or Long
2. Dr. E
3. Bossy R
4. 2 Dogs —/
5. Special Combinations

oi	oy	oil	toy
au	aw	auto	saw
ou	ow	out	owl
	ow	grow	
$\overline{\text{oo}}$	$\overset{\smile}{\text{oo}}$	moon	b$\overset{u}{\text{oo}}$k

Division



Pupils Name ____________________

UNIT PRE-TEST SCORE SHEET

Grade ____________________

Teacher ____________________

						Correct Answer
1.	daz	bep	chid	sot	vum	______
2.	raze	pebe	libe	tose	mude	______
3.	varp	irsing	derz	shurp	gart	______
4.	saet	leem	peot	fied	toag	______
5.	fow	soit	koy	vood	awt	______
					Total Right	______
					Percent	______

Comments ____________________

____

____

- -

UNIT POST-TEST SCORE SHEET

						Correct Answer
1.	zad	peb	tich	tos	muv	______
2.	baze	bepe	dite	sote	dume	______
3.	parv	whirt	zerd	pursh	targ	______
4.	taes	meel	teop	dief	dost	______
5.	vow	tois	oyk	doov	taw	______
					Total Right	______
					Percent	______

Comments ____________________

____

____

Pre-test ____________ Post-test ____________ % Growth ____________

COMPREHENSION

COMPREHENSION

- DIFFERENTIATED LESSONS
- FOLLOWING DIRECTIONS
- ORGANIZATIONAL SKILLS
- SEQUENCE
- GRASPING THE MAIN IDEA
- LOCATING SUPPORTING DETAILS
- MAKING INFERENCES
- CRITICAL READING

DIFFERENTIATED LESSONS

In developing comprehension skills, the various levels of abilities of the students in a given class must be taken into account. One way to do this is to develop multiple work sheets for a given story. The activities involving more literal comprehension skills are assigned to those readers who are least mature, while those activities which involve increasingly more complex comprehension skills are assigned to other students in accordance with their level of skill development. At the same time, group spirit and cohesiveness is preserved through the reading and discussion of a common story.

An example of this type of differentiated lesson follows. The story is taken from the book, The Lost Uranium Mine, p. 5-14.

"The Trail To Great Bear"

At first, the snow fell softly on the three men. But soon it stormed down on them, carried along by a roaring wind. Mark could not see very far in the heavy snow. It was getting hard to see just where the trail climed up into the mountains. Soon the trail would be lost in the snow.

"It's a bad storm !" called Mark, turning to the young man behind him.

"It should blow over soon," Rich called back, closing his eyes as he faced into the storm. "Let's keep going. If we stop now, we can't make it to Great Bear by dark. This storm is slowing us down too much."

Mark took a long look at the sky over the mountains. Then he turned and looked back down the trail. He could just see old Patrick fighting his way along through the snow. The old man was having a hard time climbing up the trail.

"Patrick can't go on much longer in this, Rich;" said Mark. He pointed to the older man. Then he turned and called out into the wind,"Patrick!"

The older man stopped and looked up, brushing the snow from his eyes. Mark pointed to the sky over his head. Patrick nodded and began to walk faster up the trail.

Mark and Rich, along with their good friend Patrick, were on their way to the ghost town of Great Bear, deep in the Rocky Mountains. Patrick, an old miner, had asked Mark and Rich to help him find a lost uranium mine near the little mountain town.

It was not long before Patrick reached the side of his two young friends.

"We have to . . . get in . . . out of this . . . storm, Patrick," Mark said. "We just can't go on . . . in this snow." He turned and pointed to a dark spot a little way up the side of the mountain and back from the snowy trail.

"Look!" Mark said. "See that opening . . . in the face of the mountain up there. It looks like it's a . . . cave. Let's see if we can climb . . . up there."

"Just as . . . well that we do," Patrick said. "Right now. . . we can't get . . . very far . . . in this storm."

As if to make sure that the men did not go on, the wind roared down on them again. The snow came blowing into their faces and eyes. It was so bad now, that they could see only a little of the trail that climed up the mountain before them.

"Come on!" called Mark, "before we can't even . . . find our way . . . up to that cave." And he headed off the trail up toward the rocks above.

UNIT: DISCOVERY

Main Idea: People will even face danger to discover new things about their world.

Book: The Lost Uranium Mine

Chapter I: The Trail to Great Bear. Pages 5-14.

Part A

Put a check (X) in front of any sentence that shows the storm was very bad.

1. ______ The snow was heavy.
2. ______ The wind roared.
3. ______ The snow fell softly.

Part B

Here are 3 sentences that tell the story you have just read. They are not in the correct order. Re-write them in the correct order. Use the lines below for writing.

Suddenly they heard a crash over their heads.
The men fell down the mountain.
They saw a cave in the mountain.

1. ____
2. ____
3. ____

Part C

Count the number of times you see the word trail in this chapter. Write that number in this box.

☐

UNIT: DISCOVERY

Main Idea: People will even face danger to discover new things about their world.

Book: The Lost Uranium Mine

Chapter I: The Trail to Great Bear. Pages 5-14

Part A

Write a sentence that tells why the men are on their way to the ghost town.

____

____

Part B

Place a check (X) in front of any sentence that shows Patrick was older than Rich and Mark:

1. ______ He was having a hard time climbing the trail.
2. ______ He couldn't fight the snow and wind.
3. ______ He was going to help the boys find a mine.

Part C

Count the number of times you see the word crash in this chapter. Write that number in this box.

☐

Write an exciting sentence with the word crash in it.

____

____

Part D

List all the dangerous things the three men met:

1. ______________________ 3. ______________________
2. ______________________ 4. ______________________

UNIT: DISCOVERY

Main Idea: People will even face danger to discover new things about their world.

Book: The Lost Uranium Mine

Chapter I: The Trail to Great Bear. Pages 5-14

Part A

Put a check in front of all the sentences that tell you Mark was a kind person:

1. ______ Mark said, "Patrick can't go on much longer."
2. ______ Mark thought, "Patrick can't fight this snow."
3. ______ Mark said, "The Geiger-counters are heavy for me."
4. ______ Mark slowed up to wait for Patrick.

Part B

Write all the reasons you can find which tell why the men could not move fast:

1. ____________________ 4. ____________________
2. ____________________ 5. ____________________
3. ____________________ 6. ____________________

Part C

Here are two things that happened suddenly:

1. Mark suddenly saw something dark drop down.
2. Suddenly they heard a crash.

Underline the part of the next sentence that warns you something is going to happen suddenly:

Hardly had the old man said it when there came another crash.

Finish the next sentence telling about something that happened to you suddenly:

Hardly had I entered the house when ____________________

Following Directions

Directions:

Read the three different meanings of the work bark, as given below. Then read the sentence beneath the definitions. Decide the meaning of the word bark as it is used in that sentence. In the box write the number that stands for the meaning.

bark (bark), 1. the sound a dog makes. 2. the outside covering of a tree. 3. an old-time sailing boat.

Tom could hear a loud bark coming from the yard.

---

1. You are asked to find the --
   - (a) correct sentence
   - (b) sailing boat
   - (c) best definition

---

2. The meaning you choose depends upon the way the word is --
   - (a) spelled
   - (b) sounded
   - (c) used

---

3. You are asked to write the --
   - (a) definition
   - (b) number
   - (c) sentence

---

4. Is it right? (A) Yes (B) No

   bark (bark), 1. the sound a dog makes. 2. the outside covering of a tree. 3. an old-time sailing boat. Tom could hear a loud bark coming from the yard.

From Following Directions - A key and work sheet are provided with the book. (Specific Skill Series).

Following Written Directions (grades 4-8)

A. Preparation and Materials: Children will need drawing paper and pencils.

Draw on the blackboard the letters in the positions shown below. Under this, list the directions given.

Example:

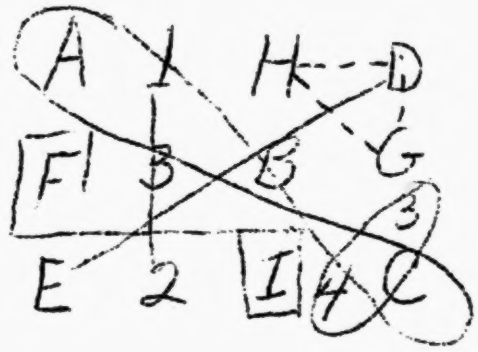
A H D
F B G
E I C

Directions:

1. Draw a large figure eight starting at A and going around C, crossing at B.
2. Draw a square around F. Draw a square around I. Connect these squares with a straight line.
3. Draw a straight line from E to D, passing through B.
4. Write the figure one between A and H. Write the figure three between F and B. Write the figure two between E and I. Using a straight line, connect one with two, passing through three.
5. Starting at H, use a broken line (- - -) and mark the way to D. Continuing with a broken line, mark the way to G from D. From G mark to H. The design should have the shape of a triangle.
6. Write the figure three between G and C. Write the figure four between I and C. Using an oblong circle, enclose these two numbers.

B. Introduction to the Class: On your drawing paper write the letters in the same positions you see them on the board. Then read the directions given. Draw whatever the directions tell you. (Note: the vocabulary can be adjusted to meet the needs of the pupils. The vocabulary should be discussed when the papers are checked.)

The child's finished paper should look like this.



From: Spice

An Exercise in Directions

A. In this exercise you will find five sentences. Each one contains a word in italics. (here underlined)

Write the numbers 1 to 5 along the left edge of your paper. Write each italicized word alongside its proper number. Below the sentences is a list of definitions. Select the correct definition for each of the words you have written. There are more definitions than words, so you must select your definitions with care. Each definition is designated by a letter. Now fit the correct definition, not the definition itself.

1. _Disaster_ struck the town when the hurricane arrived.
2. To be _diplomatic_ you must appear to be friendly even if you do not feel friendly.
3. The _preliminary_ chapter was easier than the later parts of the book.
4. The flashlight suddenly _illuminated_ the cellar.
5. Things _gravitate_ toward the earth.

Definitions

a. lighted up
b. broke up
c. an event of great destruction
d. first of beginning
e. showing tact and courtesy in relations with other people
f. bringing illness
g. are pulled toward

B. Test Yourself. Answer these questions on your paper with out looking back at the instructions.

1. How many words were you asked to define?
2. How many definitions were you given?
3. Where were you to look for the definitions?
4. In your answers, did you have to write words, phrases, or letters?
5. What is the meaning of the word _disaster_?

From: _Advanced Skills in Reading_

1. Following Directions

Directions:

Put X's before the names of animals and circles around the things that grow in the garden.

bear
pony
goose
squirrel
flowers
grass
carrot
hens
beans
cats
horse
cabbage

2. Pantomiming:

Children draw slips telling them what to do. The other children guess what each child pantomimes. Parts of a story may be used for the pantomiming.

3. Finding Information for Reports:

Directions such as those shown in the example below are given, and each child gives a brief report on the topic he has chosen.

Example: a. Look in the encyclopedia to find out about a titmouse. Give the volume and the page number.

b. Look for a story about a little toad. Where did you find it?

4. Following Directions in Map Reading:

A map in the geography book may be used or one may be duplicated for the children. They are to answer questions similar to the following:

Example: How are ocean currents shown on the map?
How many miles is New York City from here?
Give the name of the longest river shown on the map.

From: Learning Activities for Reading

Can you follow directions? See what you finish with from the words Mickey Mouse.

1. Write the two words in this blank. ____________________
2. Replace all m's with the letter which follows it in the alphabet. ____________________
3. Replace the c with the letter a. ____________________
4. Drop the last two letters of the second word. ____________________
5. Take the last two letters of the first word and place them at the end of the second word. ____________________
6. Drop the fourth letter of the first word and in its place add the letter which follows it in the alphabet. ____________________
7. Drop the first vowel in each word. ____________________
8. Add the letter t to the end of the first word and remove the first letter of that word. ____________________
9. Add the letter d to the beginning of the second word.

   ____
10. Drop the first vowel in the second word. ____________________
11. Add the twenty-third letter of the alphabet to the beginning of the first word. ____________________
12. Add i after the d and s before the n in the second word.

    ____

What name do you have now that goes with Mickey Mouse?

Can you follow directions?

Education

1. Write the word in this blank ______________________________
2. Drop the third vowel in the word. ______________________________
3. Add the letter of the alphabet which comes before t and place it before the t in the word. ______________________________
4. Drop the letter which follows b by two in the alphabet and in its place add the letter which follows the sixteenth letter of the alphabet by two. ______________________________
5. Change the positions of the second and fourth letters in the word, so that the fourth letter becomes the second one and the second letter becomes the fourth. ______________________________
6. Drop the last letter of the word and in its place add the next to the last letter of the alphabet ______________________________
7. Change the position of the seventh letter of the word by removing it from its position and placing it between the fifth and sixth letters. ______________________________
8. Drop the letter which is before the last one in the word.

   ____
9. Take the fifth letter of the word and place it at the beginning of the word. ______________________________

Can you follow directions?

United States

1. Write the two words together so they appear as one. ________________
2. Drop the second letter and in its place add the letter which precedes it in the alphabet. ________________
3. Exchange the positions of the second and sixth letters.

   ____
4. Drop all consonants which appear at least twice in the word.

   ____
5. Add the letter of the alphabet which follows the fifth letter of the word by two and place it after the second letter of the word.

   ____
6. Take the last letter of the word and add it before the letter in the word which is the same as it is. ________________
7. Drop the first letter of the word and in its place add the eighteenth letter of the alphabet. ________________
8. After the double letter in the word, add the letter of the alphabet which follows the double letter. ________________
9. Now take the seventh letter of the word and add it to the beginning of the word. ________________
10. Drop the fifth letter and ninth letter of the word. ________________

    ____
11. Take the double letters and place them after the second letter of the word. ________________

Can you follow written directions?

1. Read everything carefully and completely before doing anything.
2. Write your name in the upper left-hand corner of this page.
3. Draw a circle around the last work in the second sentence.
4. Place two X's to the left of the number 3 in sentence 3.
5. Write the words Read Carefully in the upper right-hand of this page.
6. Draw a ring around sentence 6.
7. Now place two zeros in lower left-hand corner of this page.
8. Place a square box around the two zeros which were placed in the lower left-hand corner.
9. Write the letter A three times after the second sentence.
10. Write I have at the end of this sentence if you think you have followed all the directions so far.
11. Circle all even numbers up to this sentence.
12. Draw a triangle under all odd numbers in this exercise, but not in this sentence.
13. Underline each even number in this exercise.
14. Subtract 13 from 33 and put the answer under sentence 14.
15. Now that you have finished reading every thing follow the directions given only in sentences 1 and 2 and sit quietly.

Organizational Skills

Organizational skills are the framework around which the learner builds an organized planned program of critical reading and thinking. In order to achieve progress, information must be classified to enable the learner to identify purposes, make inferences, generalize, draw conclusions, and summarize. Good organization is an aid to retention. Organization skills of value in promoting these ideas include:

Arranging ideas in sequence
Categorizing
Selecting main ideas
Outlining
Summarizing

Ideas so organized and summarized are more likely to be remembered.

The following exercises suggest basic steps in promoting organization skills.

Arranging sentences in correct order

Directions:

In each group below the sentences are not in the correct order. Read them. Then number the one that should come first, 1; the one that should come second, 2; the one that should come third, 3.

The first group is marked correctly for you.

A. 2. I cut it with my new pocket knife.
1. I had a big, red, juicy apple.
3. Then I ate it.

B. ______ The big elephant danced.
______ We went to the circus.
______ We saw many elephants.

C. ______ She said, "Some one wishes to speak to you, John".
______ Mother answered it.
______ The telephone rang.

D. ______ Then he went to school.
______ He dressed himself and had breakfast.
______ Dick's mother called him at seven o'clock.

E. ______ He paid the clerk ten cents for them.
______ Tom had twenty-five cents to spend.
______ He bought two candy bars.

Categorizing

Directions:

Read these words. They are about games, food, and books. Under "Games" write all the words about games. Under "Food" write all the words about food. Under "Books" write all the words about books.

GAMES	FOOD	BOOKS
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

1. pages
2. paper
3. sugar
4. bread

1. butter
2. milk
3. ball
4. contents

1. bats
2. meat
3. pictures
4. jump
5. score

1. grapes
2. chapter
3. cover
4. cards

1. print
2. skip
3. ice cream
4. marbles

Categorizing

Write these words under the correct headings

1. boat
2. lion
3. grain
4. walk

1. horse
2. yellow
3. wagon
4. grass

1. seed
2. white
3. flowers
4. sheep

1. green
2. plane
3. ship
4. bird

1. black
2. bear
3. gray
4. tree

Ways of traveling	Colors	Animals	Things planted
______________	______________	________	______________
______________	______________	________	______________
______________	______________	________	______________
______________	______________	________	______________
______________	______________	________	______________
______________	______________	________	______________

Ways to Know

There are many ways to know things. But sometimes we use just one way. That way may be seeing, or hearing, or smelling, or feeling. Read each idea below. Then think how you would get to know this. Write the idea under the right heading. (Not all the lines will be needed.)

1. getting something in your eye
2. a girl's hair blowing
3. having your leg broken
4. a voice that is strange to you
5. pies being burned in the oven
6. the train whistle blowing
7. a balloon moving with the wind
8. getting a tap on your back
9. the sun coming up
10. lunch cooking downstairs
11. bread that is soft
12. hammering in the next house
13. air blowing on your face
14. a footstep outside your room
15. uncleaned fish in a paper bag
16. a boat sailing across the pond
17. flowers under your window at night
18. a road sign
19. your head hurting
20. a machine running inside a cleaner

Just by Seeing

Just by Hearing

Just by Smelling

Just by Feeling

Selecting The Main Idea

Directions:

Read each of the following paragraphs carefully to see what it is about. Draw a circle around the word below that tells what the paragraph is about.

1. One afternoon two hundred more soldiers from another state came to help them. They brought with them more powder for the guns. They also brought more food for the tired people in the fort.

show peace game war

2. The stars in the skies
Have sleep in their eyes -----
They're nodding tired heads;
And pretty soon
The cradle moon
Will tuck them in their beds.

morning night school daytime

3. David is stepping out of the motor bus. He waits until the bus has come to a full stop. He is on the right side. He holds on to the rail with his left hand. He steps off with his right foot first.

safety hunting working playing

Guides for Making an Outline

1. Write a title and leave a space after it.
2. Use main topics to suggest the most important information.
   Use a Roman number, with a period, to set off each main topic.
3. Use subtopic to suggest details about the main topics.
   Use a capital letter, with a period, to set off each subtopic.
4. Begin each main topic and subtopic with a capital letter.
5. Indent as shown in the outline.
6. Keep straight margins.

Sample Outline

Travel in Outer Space

I. Earth satellites
  A. The first small satellites
  B. The manned satellites

II. Ships for outer space
  A. Fuel and motors
  B. Living quarters for the men
  C. Scientific instruments

III. Men in outer space
  A. Choosing the men
  B. Training the men
  C. Space suits

Correct these Outlines

Collecting Butterflies

I. Equipment needed
  A Net
  B. preserving materials
  C. slides
2. Kinds of butterflies
  a. American
  b. foreign

My Favorite Sports

I. Football
  a. watching the ball
  b. figuring out a defence
2. baseball
  a. watching the pitcher
  b. signals

Making Summaries

Making a summary is an important part of organization. It can be very useful in aiding one to remember facts. Skill in organizing material aids both comprehension and retention. Summaries provide a quick review of important points or significant information. Students can profit from reading illustrations of summaries in English Texts. By utilizing skills just taught in outlining --- i. e. to pick out the main ideas and combining this with a brief statement of the informational facts --- the summary becomes a natural sequence to the subject of outlining.

The following short story is an example of one procedure.

> In the country, people get their water from wells and springs. In the city it would not be possible to get enough water in these ways. For this reason cities lay pipes or build tunnels for their water supply. Sometines these pipes or tunnels bring water as much as a hundred miles. It comes from lakes or rivers that furnish good, pure water.

Which topic states the main idea of the paragraph?

1. wells
2. city water
3. building
4. pipes

Which of the following sentences gives the most important information briefly?

1. country people get water from wells and springs
2. cities could not get enough water from wells and springs
3. cities lay pipes and build tunnels to bring in their water supply.

Sequence

Clues for students

"Many unexpected difficulties had to be overcome after the canal was completed." When a paragraph begins this way you know the author will give you a list of difficulties. Other examples:

"A number of legends are told about the mistletoe."
"Most of the holidays we celebrate today begin with ancient customs."
"Through one improvement after another the automobile has become more nearly perfect.

Paragraphs that show a comparison might begin as follows:

"We now have better sanitary conditions than we used to have."

ADVANCED SKILLS IN READING

Some paragraph patterns that give clues:

Illustration: A general statement followed by examples.
Time order: An occurrence, with events taken in time order, or a historical description of gradual changes.
Step order: A process with details arranged in a necessary sequence of steps.
Explanation: An explanation with details in logical order.
Comparison: A comparison with details for each of the two parts being compared.

Phrases often used in explaining a process:

first, second, third, etc.; nest . . . finally . . . last of all . . . meanwhile . . . then

Words used in paragraphs which cite reasons or examples:

in the first place . . . for instance . . . for example . . . moreover to illustrate . . . as a result . . . more important . . . likewise

Words used to show relationships and comparison:

but . . . however . . . nevertheles . . . yet . . . on the other hand similarly . . . then . . . now . . . in spite of that opinion

Words useful when time relationship is important:

first . . . then . . . before long . . . the next day . . . formerly just seconds later . . . the following week . . . before he left

Words that connect one detail to another detail:

as you approach the door . . . at the left . . . as we left the yard nearby . . . at the top . . . across the bay

General

Instructional material is good for practice in sequence. For example, an article on spelunkers: Number the following steps in a spelunker's descent into a cave. This or similar articles could fit into a newspaper story as the story of the three boys lost in Hannibal, Missouri in May, 1967. Newspaper stories and reference material can be combined.

Biographical material and adventure are good areas for bringing out main events and supporting details in developing sequence. Example: First main event of story and supporting details, second main event and supporting details, etc..

Content areas

All content areas may be used in studying sequence, but social studies and science are especially applicable. Example: In social studies after reading a selection ask the student to make notes or a simple outline of each event in the order in which it occurred.

In science, if a student learns to read experiments with the main idea in mind and to arrange the details in sequence he has simplified his assignment:

Materials	What to do	Observations of what happened

Sometimes a more graphic presentation is useful as the following: Place an X before the number that gives the best pattern for the correct main idea and important details.

Towels are sometimes hung on ovens that are in use

Frank Wilson shouts at a cook for removing a towel

A cook's carelessness is costly

All the chickens in oven are ruined

Waiters will recommend a substitute for chicken

General Activities

In arithmetic it is easy to find the order of some numbers. Fill in the missing number in the following frames by making the correct choice:

1 2 3 4 ___ 6

It is easy to find the order of letters. Fill in the missing letter in the following frames by making the correct choice:

a b c ___ e f

Read this paragraph that Bob read when he wanted to learn about the coal that was used in steam engines.

> "Coal, as we know it, is the third and final stage of a very long process. The first stage is peat, which is soft and brown. The second stage is lignite or brown coal. The last stage is our familiar black coal."

In this paragraph Bob read about the three stages in the coal making process. The first stage was: ____________ The second stage _______ etc..

PROGRAMMED READING

Sequence as an Aid in Recall

Recall depends in part upon perceiving of sequence. Put a long series of digits on the chalkboard and ask for recall:

582414924285

The unusual student who recognizes the pattern in the series has to learn only four digits: The date 1492 is already familiar. The last four digits are simply the first four in reverse.

Use two passages from a text of equal difficulty. Give instructions for the first such as: "Read and study this passage about the Treaty of Versailles so that you can write a summary of it." In giving the second assignment say something like: "Before you start reading this passage, notice that it consists of a list of the effects of America's failure to join the League of Nations. Be sure you keep the cause-effect pattern of writing in mind as you study and that you learn the list of effects. You will be asked to write a summary." The difference in amount and quality of recall will in most instances be significant, if not dramatic.

Occasions for emphasizing order and sequence as a part of life and education abound: A shopping list, supermarkets, TV guide, telephone directory, the dictionary -- these should be noted not taken for granted. In the upper grades: newspaper want ads, plants and animals in biology, elements and compounds in chemistry, the laws of gravitation, force and attraction in physics.

PERSPECTIVES IN READING, Developing Study Skills in Secondary Schools

Games

"Going to New York" or "In Grandmother's Trunk" can teach the importance of listening accurately and recalling in sequence.

" I went to New York and I took my hair brush, ..."

" In Fibber's closet was a golf club . . . "

Listening

Find a copy of a classical story. Cut it up into numbered sections which leave off at some exciting point. Give the second half of each section to a student. Read the first part while pupils listen. Then: "Who has the card that tells what happens next?"

Listening

Listen to this series of numbers and write the third one:

5 9 4 2 7 etc.

Listening

Read to the students several short paragraphs with a clear cut sequence of events and ask them to state what will happen next.

LISTENING AIDS THROUGH THE GRADES

After reading an article on beavers: List three reasons why the beaver is valuable, giving the most important reason first.

After reading an article on the Folsom Man: Eight animals of prehistoric times are mentioned in this article. List them alphabetically.

MODERN READING SKILL TEXT

Jokes and Puns

In the following examples it is up to the student to determine the proper "sequence" or "best" choice:

"I beg your pardon!" called out the convict as the ____________________ passed by his cell. (a) warden (b) governor (c) guard (d) chaplain

"Some of the farms in the Adirondacks are cultivated on such steep hills that a plowman must have ______________________ (a) a tractor (b) one short leg (c) a sense of humor (d) a horse

READING COMPREHENSION WORKSHOP

Students are given a paragraph to read. A series of events is listed and specific questions can be asked. Example:

At last the animals were led into the ring. What excitement there was. First, a long line of elephants marched in. Camels, bears, and ponies followed the line. A big brown bear fell and rolled on his back. The children laughed and laughed at the bear's funny trick.

1. Who marched first?
2. Who followed?
3. Who fell?

READING AIDS THROUGH THE GRADES

Sentences may be broken into two parts and placed in a matching test. These may be taken from books and texts used in the classroom. Example:

In January	in the large brick edifice
They go to church	the last minute of play
He got a field goal	the temperature may go below zero

READING AIDS THROUGH THE GRADES

Newspapers, Bulletin boards, etc.

Writing bulletin-board notices: Students must write notices clearly and in proper sequence with important items first: What, when, where, who, etc..

Sequence and newspaper stories: Below are two versions of the same event:

Yesterday, Winston Churchill died. The great world statesman was 90. People from all walks of life will mourn his death. People from all nations will honor his life. Who will replace him? Indeed, who can replace him?

Who will, who can, replace the great world statesman Winston Churchill, dead yesterday at 90, ask people from all walks of life and all nations as they mourn his death and honor his life.

Which sequence is best? Why?

EXPLORING YOUR LANGUAGE

Writing in sequence

A student asked to write "What I Do on Rainy Saturdays" could write off the top of his head, or he could write in a more organized way. For example:

1. ideas that seem to be related
2. routine duties
3. slightly different
4. "escapes"

In writing in sequence a student should know -

1. purpose
2. audience
3. tone

Read a selection to find what is done first, second, and third in making a print of your hand, etc..

Ask students to write a series of directions for acts that can be performed in sequence in the classroom. One author then reads aloud five steps that another is to perform after he had heard all five.

The Almost Ghost and Other Stories - pp. 55-72. Perceiving Relationships

What happened first?

_________ Here. Now there is room for all.
_________ We need that table for our papers.
_________ Miguel and George came in to do homework.
_________ Mr. Diaz was sitting at a big table.
_________ George asked to help Mr. Diaz.

Match the beginning with the ending -

I will not laugh at your Spanish ______________________________
____.

Miguel felt sad ____.

My friends laugh ____.

Mike thought something different ______________________________.

Here are the endings, choose the best one to finish the sentence above.

______________ must be better
______________ because he did not like his name
______________ when you speak Spanish
______________ if you do not laugh at my English

"Dan Frontier With the Indians"

Directions:

1. Arrange the sentences in sequence after reading the book.
2. Illustrate

DAN FRONTIER
WITH THE INDIANS

The people of Kettle Creek built a wall to keep out the Indians.

They went to the licks to get the salt.

They needed salt for their meat.

When the fighting was over, Dan made friends with the Indians and gave them meat.

They also took Dan away.

Dan got away from the Indians and warned his people about the Indians.

Dan and his friends lived in Kettle Creek.

The Indians and Dan's friends fought.

Since the Indians did not want anyone hunting on their land, they got ready to fight the people of Kettle Creek.

After the men had worked to get the salt, the Indians took it away from them.

Dan lived with the Indians for some time. He was Chief Black Fish's son - Big Turtle.

Grasping the Main Idea

> "The ability to arrive at the author's main ideas is often considered virtually synonymous with critical reading. Getting the main ideas from a passage is not an isolated skill that can be developed out of context with all other reading skills. This skill depends on the reader's mastery of the mechanics of reading, breadth of vocabulary and concepts, background, and attitudes. While the importance to the reader of getting main ideas is obvious, the reasons for extreme difficulty of teaching this skill are not so self-evident.
>
> Workbook exercises in the elementary grades attempt to deal with this problem. There are lessons in which the child reads a paragraph, and is asked to select the best title for the passage from among three summary suggested titles; or, after reading a paragraph, he is to select the best summary sentence from among the three listed. These exercises are designed to make the child conscious of reading for meaning or reading critically. Evidently, not enough of this type of drill is provided or such techniques are not sufficient for cultivating habits of reading critically. Many pupils do not become proficient in grasping main ideas or the author's purpose.
>
> A pupil who can read every word and who knows the meanings of the words in a passage can fail miserably in identifying the important facts. Such occurrences emphasize what was pointed out previously, that reading is more than the sum of its parts. Always, there is the interaction between the reader (meaning such psychological factors as adjustment, attitudes, past experience) and the material to be read. A reader who may get the significant points while reading a science unit may be quite inadequate in his interpretation of a story or a unit on geography. Such performance can usually be traced to lack of interest, background, or failure to discern the purpose for reading. The critical reader is one who has attained smoothness and facility in reading skills and who does not let his previous experiences or attitudes interfere with the analysis and evaluation of what he reads.
>
> One can understand why the pupil who lacks reading skills, word knowledge, or background, may fail to grasp important meanings. In the intermediate grades and above, getting the author's main ideas can be complicated by the special vocabularies of various subject areas, such as health, science, mathematics, and geography. Another problem is the increasing complexity of sentence structure met in materials at these levels. Difficulties are compounded in many instances because systematic instruction in reading has ceased in many schools by the sixth grade or junior high level, although, in reality, many pupils have considerable need for further systematic instruction in reading." [1]

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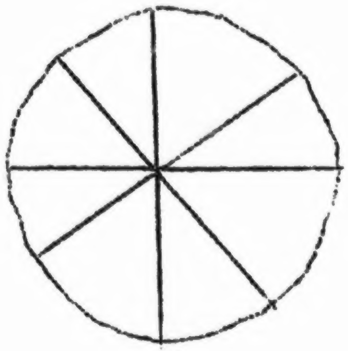
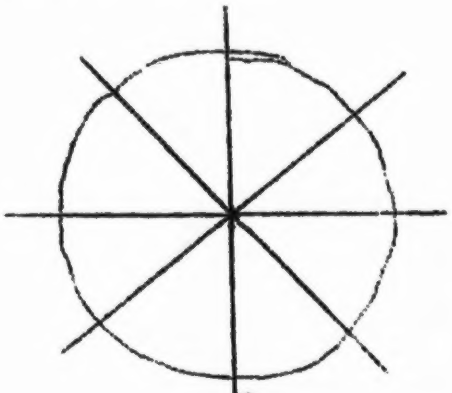
[1] Heilman, Arthur W., Principles and Practices of Teaching Reading, Charles E. Merrill Books, Inc., Columbus, Ohio. 307-308.

For practice in locating the main idea, Dr. Herber suggested using paragraphs from textbooks, with three or four sentences that state ideas from which the choice can be made. It can be one of the sentences contained in the paragraph, or a generalization of the paragraph.

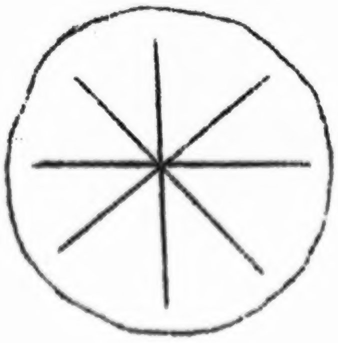
The graphic representation can be used to clarify the purpose of the main idea. The following diagrams were suggested by Dr. Harold Herber:



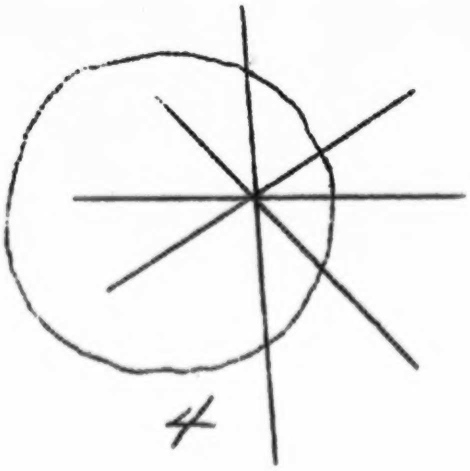
1



2



3



4

1. Number one represents the main idea.
2. The generalization is too broad for the concepts contained in the paragraph.
3. The idea expressed is one part of the paragraph, but it is not the main idea.
4. The statement is not related to the paragraph being studied.

Using this type of material from the textbooks assists pupils in getting more meaning from content-area reading.

Meet Ernie Banks - major league baseball player. This spring he starts his fourteenth season in baseball, and his fourteenth year with the Chicago Cubs.

Ernie has hit 404 home runs so far in his career. In all the years that baseball records have been kept, only 10 major league players have hit more than that.

Ernie has played in 11 All-Star Games. He is the only National League player to have won the Most Valuable Player Award two years in a row. He plays first base.

What does Ernie do when he's not playing baseball? How does he keep himself healthy and fit? You'll find some of the answers to these questions by reading what he says here.

Playing baseball takes lots of energy, so I need to eat the kinds of food that will give me energy. I start the day with a big breakfast, though breakfast may be in the afternoon if we're playing night games. My dinner is meat, vegetables, and a salad. I like fruit, too. When the baseball season is over, it's still important for me to eat right - just as it is important for everyone to eat right all year 'round.

Lots of the baseball games are pretty exciting for me. When a game is over, it takes time to unwind. I can relax by reading, watching T V, or talking with friends.

Just like everyone else, I need plenty of sleep every night to do my job well. It's hard to get enough sleep, though, when we're on a road trip traveling from one city to another. That's one reason why baseball players like home games best.

During the off-season, I have the chance to visit schools around Chicago and talk to boys and girls. They like to ask me baseball questions, and it's fun answering them. But I like to talk to children about school, too. I tell them the things I tell my sons - 1. work hard in school, 2. learn all you can. That's your job now. Your education will really help you when you're grown up. It will help you do everything better.

---

1. Tell about Ernie Banks career.

2. What health rules does he follow?

3. What advice does he give children about school?

Learning to Live With Others

To live with others you must be a good citizen. Read this poem with your class.

By the very best that is in me,
I will always try to live.
And I will always remember,
That I must share and give.

Whatever task I start,
I'll stick and see it through.
To finish a game or a lesson,
Is the finest thing to do.

I'll take my turn when playing,
And remember fair play is good.
Pushing and shoving is dangerous,
I'll walk, the way I should.

Loud talking while others work,
Is something I'll never do,
A good citizen, I want to be,
And I'll try to be, won't you?

Are you a good detective? Find eight rules for good citizenship in the poem.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

The following list of exercises for locating the main idea is taken from materials now provided for the Reading Improvement Program.

Reading Spectrum, Macmillan Reading Comprehension
Red -------- page 77 lesson 21 "Sentences that Work Together"
page 81 lesson 22 "Reading Paragraphs"
page 86 lesson 23 "Looking for the Main Idea"

Orange (none)

Yellow (none)

Green ------ page 22 lesson 6 "Topics or Main Ideas"
page 29 lesson 8 "Different Ideas, Times, and Places"
page 41 lesson 19 "Review of Paragraphs"
page 52 lesson 13 " Reading with A Purpose"
page 57 lesson 14 "Reviewing Skills"
page 68 lesson 16 "Comparing Ideas in Paragraphs"
page 73 lesson 17 "Using Reading Skills"
page 116 lesson 26 "Using Your Skills"

Blue ------- page 37 lesson 8 "Little Ideas Explain Main Ideas"
page 62 lesson 12 "Using Your Skills"
page 68 lesson 13 "Reviewing Skills"
page 88 lesson 17 "Examples Support Main Ideas"
page 119 lesson 22 "Stories and Explanations"

Purple ----- page 110 lesson 16 "Summarizing Main Ideas"

Think - and - Do Workbooks
Book 6 - pages 2, 4, 10-11, 15, 17-18, 19, 21, 26-26, 34, 35, 36, 44, 53-54, 62, 76-77, 87-88, 93-94, 96, 103, 113-114

Book 5 - pages 8-9, 18-19, 26-27, 38, 41, 55-56, 58-60, 70-73, 93
Book 3 - Part 2 - pages 21, 30, 40-41, 46-47, 50-51, 55, 66
Book 3 - Part I - pages 8, 19, 25, 26, 28, 36-37, 44, 51, 65, 68-69, 75, 79.

Locating Supporting Details

Reader's Digest - pp. 26-30

When? Where? What? How? Why? Who?

__________ 1. on Saturday morning

__________ 2. opened the cage

__________ 3. it was unfair

__________ 4. at a police station

__________ 5. a moment later

__________ 6. in the hall

__________ 7. a grocery clerk

__________ 8. monkeys came noisily

__________ 9. fireman burst into the room

__________ 10. the choirmaster

__________ 11. monkeys taking showers

__________ 12. calmly closed the window

Dan Frontier - pages 41-60

Who said?

1. "Men of Black Fish will go to Kettle Creek to fight." __________
2. "Where do you go, Big Turtle?" __________
3. "Run! Run! Run!" __________
4. "Men of Kettle Creek come." __________

Choose the right word:

1. "I can __________ you," said Dan. (hear, here)
2. Dan said, "Is it __________?" (hear, here)
3. "The Indians will __________ you," said Dan. (hear, here)
4. "Come __________," said Black Fish. (hear, here)
5. "You my __________," said Black Fish. (sun, son)
6. The __________ is shining on us. (sun, son)
7. We will __________ with the Indians. (hurt, hunt)
8. Black Fish did not __________ Dan. (hurt, hunt)

Reading for detail

1. Who set up the tepee? ______________________________

2. Where did the boys have to stay? ______________________________

3. Why did the boys hunt small animals? ______________________________

4. What did the noise sound like that Little Eagle heard ____________
____

5. Which two phrases tell how Many Feathers moved? ____________
____

6. Why was a deep cut made in the arrows? ______________________
____

7. Where did many of the buffaloes run? ______________________
____

8. How long would the buffalo meat last? ______________________
____

9. What did Many Feathers say more than once to Little Eagle? ______
____
____

"The Old Frog and The Bug"

"Look out for the frog", said the old bug to her little one. "He likes to eat bugs and he can jump after you."

But the little bug had to fly around the pond. He saw the big green frog sitting on the pad.

"Funny old frog!", said the little bug. "Look at him. He is so big and fat. I know he cannot get me. I can fly too fast for him."

The little bug went around and around the frog. The old frog sat still.

"Now I am going to fly over him," said the bug. "See me fly past that funny old frog."

The little bug came down over the frog. Up jumped the frog. One snap and that was the end of the little bug.

"Little bugs cannot fly so fast as they say they can," said the frog.

1. The old bug said, "Look out for the ____________________."
2. The little bug went to fly around the __________________.
3. The little bug said the frog was too ________________ and __________.
4. The frog jumped up and got the ___________________________.
5. That was the _____________ of the little bug.

Making Inferences

It is hard to find material to teach reading for inference. Some of the Weekly Reader lessons and some of the workbooks from the same company have practice with inference reading, but there is no direct instruction.

This last cycle we prepared answer sheets for the Uncle Ben tests and used them as a diagnostic test. The papers and the tests were returned to the children. We studied all of the easier paragraphs so that the children could see why a certain answer was correct.

On the first test twice as many inference items were missed as literal fact items. We also used three of the rate lessons for a measure of rate and for recall. Later we did the regular lessons for each of the rate selections.

On the "B" test there were very few items missed on the literal level and a great improvement was seen on the inference items and finding titles for paragraphs.

These lessons were used with fifth and sixth graders who were reading on the fourth grade level or better.

The book Reading Comprehension (yellow) of the Macmillan series has a good lesson on implied meanings. The Witty-Freeland books have a few lessons.

There is a very good series of books called Reading for Comprehension, published by J. M. Dent and Sons (Canada) Ltd., 100 Scarsdale Rd., Don Mills, Ontario, Canada.

In the above series the author uses short stories to teach the various reading skills. After a skill has been taught, it is maintained by having one question of that kind in every lesson. She teaches the children inference reading.

The following lesson, based on the selection"Jungle in the Sky", pages 156 to 161 in Open Highways, Book 4, is similar to the lessons in Reading for Comprehension. The reading level is the first half of the third grade.

After the story has been read silently, the following lesson may be placed in the hands of the children.

Boys and girls, sometimes you will not be able to find the words in the story that answer a question. Sometimes we must think of two or more things that the story told us and add them together to get the answer to the question. Or, we may have to think of what we know about the question and add it to what the story told us. Let's look at this question:

Where are the animals in the airplane going?

a. to the jungle.
b. to the zoo.
c. to the airplane factory.
d. to a farm.

Does (a) answer the question? No, it doesn't because the birds were coming from the jungle, not going there.

Does (b) answer the question? Yes, it could be the right answer, since we see strange animals in the zoo.

Does (c) answer the question? No, it doesn't because these animals would be useless in an airplane factory.

Does (d) answer the question? No, these animals are not farm animals.

We must always look at all the answers before we decide? Which answer is the best answer?

Here is another question. Who solved some of the problems of the animal passengers?

a. the mother animals.
b. the airplane pilot.
c. the man who sells the tickets.
d. the people who work for the airlines.

Does (a) answer our question? Probably not. Nothing in the story says that the animals were with their mothers.

Does (b) answer it? No, the pilot takes care of the plane. You know that from what you know about airplanes.

What do you think about answer (c)? No, this man is not in the airplane.

Answer (d) could be our answer since we know that they asked the ground crew man to prepare a cage for the cat.

Which do you think is the best answer?

* * * * *

The author of Reading for Comprehension uses three lessons like the above before she asks the children to answer inference questions on their own. She teaches them how to solve the problem.

Compare

Today in Columbus	Long ago in an Indian village
1. Our homes are made of brick and wood.	1. Tepees are made of ______________ ______________
2. Our boys might want to be a ______________ when they grow up.	2. Indian boys wanted to be buffalo dancers when they grew up.
3. When we move to a new house we take only our belongings.	3. When Indians moved they took both their ______________ and their ______________.
4. Men today usually use ________ to hunt.	4. Indians used arrows to hunt with.
5. Our clothes are made of cotton, wool and other materials.	5. Indians often made their clothing from ______________.
6. When we want to move a heavy load we use a truck or trailer.	6. Indians used ______________ and ______________ to help them move.

The Almost Ghost and Other Stories - pp. 114-120 "At the Camp"

Critical Reading

Critical reading is reading for meaning and to do this the individual or child must be able to do hard thinking. As teachers we must constantly remember to extend our teaching of facts into guiding the pupil to make use of knowledge. We must be concerned, as Wise puts it, "with shaping critical and independent thinkers."

Research shows that children begin to reason as early as the age of two and that they have developed the ability to reason fairly well by the age of six or seven. Because critical thinking skills are acquired slowly and, in many instances, with much difficulty, the school must assume responsibility for guiding the child's thinking processes from the time he enters kindergarten or first grade.

Almost every learning situation presents an opportunity for teaching skillful thinking processes. Guiding the child in his thinking is not to be confused with telling him how to think or with controlling what he thinks. Guiding thinking recognizes the various ways to structure learning situations in order to provide practice in critical thinking.

Children who are good critical readers are able to:

1. Recognize the point of view from which a story is told.
2. Recognize symbolism and judging its effectiveness.
3. Compare themes of two stories or books.
4. Examine characters in stories.
5. Distinguish between two types of fiction-realistic or fantasy. (Without imagination life would be dull, yet stories of real people and animals are entertaining and necessary.)
6. Distinguish between historical fiction and biography.
7. Draw conclusions.

These seven steps can be hampered by poor language facility, neglected curiosity, lack of information, and lack of direct teaching.

The type of questions pupils ask about the statements they read in books and newspapers determine the direction your guidance will take in helping them to think clearly. As their creative abilities in reading depends upon the teacher, attitudes can be both caught and taught, including the attitude of critical appraisal.

Directed reading teaches children to take full advantage of past learning when reading to accomplish new purposes. This can be accomplished in two ways -- in a group directed reading activity and in an individualized reading situation.

In a group situation, the children benefit from shared experiences, estimates, and predictions, since each one reads the same selection or story. This method permits each member of a group to compare his predictions with the predictions of others to see how different members manipulate story information in order to predict; to compare his conclusions with those reached by others; to evaluate the skills he has used; to note whether or not others used the same skills and why; and to scrutinize the way others extended and refined concepts and generalizations gained through reading.

Individualized training in reading helps the pupil learn how to make decisions about what he likes and dislikes; how to select material on his own; how to be diligent about seeking answers; and how to keep records; how to prepare reports-in short, how to be a self-reliant reader when on his own.

In conclusion, children can read and think critically about matters relating to their experiences. Therefore we must teach reading as a thinking process to prepare pupils to be effective readers. That "non-thinking" child may surprise you. Give him a chance to think as every child has creative possibilities.

STUDY SKILLS

INTRODUCTION

Mastery of study skills plays a vital role in the academic success of a student. Conversely, the student who fails may be just as bright as the one who succeeds, but he has not learned effective study skills.

What are study skills? Study skills are the tools or methods a person uses in his learning activities; these skills vary, just as the student's subjects and related learning activities vary. One mark of the successful student is his ability to implement whatever study skills are most effective for the learning task in which he is presently involved. Just as a good reader learns to shift rates according to the depth and difficulty of the reading selection, the adept student chooses the specific skills which will be most useful in his present studying activity.

Reading authorities acknowledge the existance and importance of study skills; no two experts, however agree on a set list of such skills. Since there often is a distinct overlapping between study skills and comprehension skills, it is often difficult to pinpoint those skills which relate solely to studying. Basically, this unit deals with such skills as notemaking, outlining, key-word reading and studying for tests. A great deal of time is spent on notemaking since the authors believe this is an essential part of study skills, especially for college-bound students. Wherever possible, activities and exercises supplement the various skills.

For these various exercises and ideas, the authors are indebted to the authors of the numerous texts and workbooks mentioned in the bibliography. Mr. Charles Thompson, Child Study Center, Columbus Public Schools, has been a valuable resource person in the preparation of this unit.

Study Habits Inventory

Directions: Below you will find a list of study habits considered important. Read each statement and then rate yourself by putting the appropriate number before the statement:

5 - I do this almost always; 4 - I do this more than half the time;

3 - I do this half the time; 2 - I do this less than half the time;

1 - I almost never do this.

Add up your total and compare it with the average scores made by the following groups of students. Senior high boys - 74; senior high girls - 82; college men first year - 86; college women, first year - 94.

Score **Use of time**

_____ 1. Do you keep up to date in your assignments?

_____ 2. Do you keep a written study schedule?

_____ 3. Do you divide your study time among subjects studied?

Physical Setting

_____ 4. Is the space on your study desk large enough?

_____ 5. Is it kept neat and free of distracting objects?

_____ 6. Do you study in a quiet place?

_____ 7. Do you study by yourself?

_____ 8. When you begin, do you have all materials handy?

Preview

_____ 9. Do you get settled quickly at your studying?

_____ 10. Do you look over a chapter before reading it in detail?

_____ 11. Do you know how to make use of the chapter aids?

Reading

_____ 12. As you read, do you have in mind questions you're trying to answer?

_____ 13. Can you find the main ideas in what you read?

_____ 14. Do you try to get the meaning of new words?

_____ 15. Are you able to read without saying each word to yourself?

Score ### Note Taking

_____ 16. Do you make notes as you read?

_____ 17. Do review class notes right after class?

Remembering

_____ 18. Do you try to find a real interest in subjects you study?

_____ 19. Do you set purposes and goals for yourself?

_____ 20. Do you try to understand thoroughly all material you must?

_____ 21. Do you try to summarize material to yourself?

_____ 22. Do you distribute study of lengthy material over many sessions?

_____ 23. Do you try to relate what you are learning from subject to subject?

Study Helps

_____ 24. In addition to reading the text, do you read other materials?

_____ 25. Do you talk over your study questions with your teacher?

_____ 26. Do you discuss subject content with other outside of class?

Examinations

_____ 27. Do you make specific preparation for examinations?

_____ 28. In preparing for exams, do you spread your time over at least two sessions?

_____ 29. Do you combine class and text notes into one master outline?

_____ 30. Do you review important facts and principles?

_____ 31. Do you attempt to predict examination questions?

_____ 32. On the night before tests, do you get ample sleep?

Planning A Schedule

After you have arranged the best possible environment for study, the next step is to develop a specific plan for study - a plan that is definite, but at the same time flexible enough so that you will actually be able to follow it. Unsuccessful students make the mistake of allowing their school work to pile up because they have neglected to make any definite plan for study. You will find that there is enough time for your study and other activities if you follow a schedule that has been planned to enable you to make the maximum use of your time. You will not only be able to find enough time for your other activities, but you will also accomplish more in the way of study and learning. A definite plan for study increases concentration. If you establish the habit of studying a subject at the same time each day you will find that less effort is required in focusing your attention on it. By planning and following a study schedule, you avoid the last minute cram-sessions before a quiz or examination. Cramming is a risky type of learning. Not only are materials learned through cram-sessions quickly forgotten, but cramming is likely to bring on emotional disturbances which will greatly impair your mental efficiency at a time when you need to be mentally alert.

The following basic principles concerning schedule making should be studied thoroughly before you attempt to formulate a plan for study.

Making a Flexible Schedule

Your schedule should be such that it can be adjusted to meet unexpected events. If it becomes imperative that you use a period previously scheduled for study for something you did not expect, you should be able to "trade" this period for another period. You should have free periods on the schedule which may be used for a lost study period. This trading of periods might mean that you have to sacrifice a part of your recreation time. However, it is more important to trade time for study rather than lose it.

Plan Enough Time For Study

The number of hours set aside for study on your schedule should be at least twice the number of hours you spend in class each week. A general rule is that for every class hour in each subject, you should plan 2 hours of study. You will perhaps need to have additional study periods available just before examinations or for special assignments. Some subjects may be difficult for you and require more than 2 hours. Other subjects may not require as much time. Physical education activities courses might come in this category.

Arrange Your Schedule to Fit Your Personality

Plan to study a subject at a time when you can give it your greatest energy. If, for example, you find that the study of history is difficult for you, and you can do your best work early in the morning, then schedule the study of history for the morning hours. Since it has been found that forgetting is less when study is followed by sleep, you might arrange to study certain of your difficult subjects just before retiring.

Plan for Weekly Reviews

Include in your schedule at least one hour each week for a review in each of your subjects. You may need to schedule additional review periods just before a quiz or an examination.

Making Use of Free Periods During the School Day

Plan to use most of the free time between 8:30 a.m. and 4:00 p.m. for study. This includes the free time between classes or other school activities. This time is likely to be lost unless you definitely plan in your schedule to use it.

Space Your Study Periods

Plan your schedule so that not more than 1½ or 2 hours are spent in the study of any subject at one sitting. After a moderate period of intensive study, introduce a rest period or a change in activity. If you can't use the study break for rest, then study an entirely different subject. However, for greater learning returns, a period of rest or relaxation is more desirable than a change in activity. Prolonged mental activity without sufficient rest periods results in lowered learning efficiency.

Improving Your Concentration

1. Plan a good tight schedule.
2. Learn to begin at once on the job at hand.
3. Try to use the same desk always -- and keep it clear of distractions.
4. Determine to be interested in the subject -- develop an interest in what you are doing.
5. Keep a tight rein on your attention. Work against time, set short limited goal, and fight distractions.
6. Use the SQ3R method of studying, emphasizing oral recitation.
7. In general do not study with the radio on, unless you can find quiet music.
8. In general, allow for a warm-up period in which you will begin slowly. Pick your favorite subject for this warm-up period.
9. Read for ideas, not words; look for key ideas and impressions.
10. Look for ideas as fast as you can group them. Pressure induces concentration.
11. When annoyance or distractions set in, take a brief break if necessary or switch to another subject.
12. Force yourself to stick to the job until it's finished. Promise yourself the reward of a break and a snack only when you have finished the job.

Getting to Know Your Text

1. Who are the authors and what are their qualifications? Do they seem qualified?
2. What is the most recent copyright date? Is it recent enough to provide up-to-date information?
3. How many units or major divisions in the table of contents? How many chapter headings? Is the table of contents so arranged that the coverage of the book is readily apparent?
4. Is there a preface or introduction? What in general does it say? How helpful is it?
5. Are there separate introductions to each major unit or division? Are they helpful?
6. Does each chapter have an introduction or an overview?
7. Are the chapter headings clearly indicated and helpful in getting the main idea of content?
8. Are the illustrations, diagrams, and charts helpful or just decorative?
9. Is there a chapter summary? How helpful is it?
10. Is there a list of vocabulary words at the end of the chapter?
11. Are there suggestions for further research and study?
12. Does each chapter have a bibliography of further readings?
13. Is there a glossary at the end of the book? Are definitions clear?
14. Is the index easy to use? Does it seem clear and complete?

Mastering the Textbook - The SQ3R Techniques

I. Survey - 5 minutes

- Table of contents - over-all picture
- Introduction
- Section headings
- Bold-face, italics
- Pictures. charts, diagrams
- Summary
- Questions
- Glossary-terms
- Mental summing up
- One-page outline based on section headings

II. Question - 5 minutes

- Take each section; on basis of section heading, frame a question that would seem to cover main points of section.

III. Read - 20 minutes

- Read actively to answer questions: THINK AS YOU READ
- Note topic sentences
- Signal phrases
- Bold-face, italics, numbering

IV. Recite - 20 minutes

- Mental recitation
- Outline - fill in key ideas, facts, terms under outline headings use own words
- Summary - one sentence in left margin; important in social studies
- Charts, diagrams - add to back of outline if important.
- Review - 10 minutes
- Rapid re-reading
- Review outline, summary for main ideas
- Review terms

SQ3R Technique - skim chapter use section headings for one-page outline, make up questions based on headings. read to answer questions recite by mental checking and filling in outline, review chapter and notes.

Studying Science

1. Read for both main ideas and details.
2. Stress vocabulary -- most science tests include definitions of terms.
3. Pay special attention to diagrams -- names of parts -- and to laws and principles.
4. If a labortory manual is provided, study it carefully before doing any experiments.
5. Reading and study in science tends to be of these various types, each with a different emphasis and approach:
    - a. classification: explaining which groups belong to the same general class
        1. identify the group and their relationships
        2. note similarities and differences.
    - b. problem-solution:
        1. identify problem
        2. note how it was solved
        3. identify results
    - c. process:
        1. note the steps in the process
        2. note results of process
        3. pay special attention to diagrams
    - d. cause-effect:
        1. identify cause
        2. note effects and results involved
    - e. direct statement of fact: use SQ3R approach

Studying Social Studies

1. Study the chapter as a whole first; then re-read for detail.
2. Relate new information to what you already know.
3. Studying detailed information: much of the social studies content area stresses the learning of factual information:
    - dates
    - names of people
    - names of bills and laws
    - new words and terms
    - battles
    - movements
    - elections and campaigns
    - periods of history

    It is probably best in learning this detailed information to use the flashcard system.
4. Social studies also stresses major ideas and general points:
    - causes
    - results
    - relationships
    - comparisons
    - sequence of events
    - characteristics of periods

    In studying these ideas it is probably best to use the SQ3R method.

Studying a Foreign Language

1. Here daily preparation is most important; it is vitally necessary that you study every single day. Once you fall behind, you get hopelessly lost.
2. Oral recitation should make up 80% of your foreign language study time. Spend almost all your time saying the words aloud.
3. Be sure that you understand the grammatical concepts involved. There is no direct relationship between English grammar and the grammar of any other language; however, many terms and concepts are similar.
4. Study by phrases and sentences, not word by word so much. In German, especially you should get the sense of the whole sentence before you start to worry about individual words.
5. Watch for recurring roots and prefixes in the foreign languages.
6. Watch for cognate words -- foreign words that resemble their English equivalents. Beware of two things, however, two words that look alike may have completely different meanings from language to language, and not any two languages have exact similarities in their words.
7. Make up flash cards of whole phrases and sentences; stress phrase learning.
8. Don't write in the language book, even if it is your own - and don't buy a language "pony" even if the teacher condones their use. Both devices are crutches that only hold you back in your progress.
9. Wherever possible, use an aural oral approach to language: listen to recordings, tapes, or native speakers, and make sure an attempt to use the language in your speaking is done.
10. When learning nouns in a foreign language, learn the articles that go along with them. This is especially important in French.

Better Listening and Note Taking

Why Listening Is Important

Listening, like reading, is a way of learning both in and out of school. You can study in class, for example, by listening to your teacher's explanations and to class discussions, as well as by reading your text.

There is a good deal more to listening than just hearing sounds. Good listening, like good reading, is an active process. The good listener is constantly thinking, evaluating, and making connections.

Tests given to high school students show that they actually miss about three out of five of the details while listening. Why do they miss so much? In part, it is because they do not understand the ideas presented. But many students have trouble because they have not developed the skills of listening.

These skills are study skills. You can make substantial improvements as a student by improving as a listener.

Most of us, during our lives, listen about three times as much as we read. Did you ever stop to think how much you listen to people talk every day? You listen to your family, friends, other people at home, on the street, in stores; you may listen to sermons on Sunday, to dialogues in movies and plays, to talks at club meetings; you listen on the telephone, to the radio and to television, and in consultations with teachers doctors, and dentists.

When you take a job you have to listen to instructions from your employer and to discussions and reports by co-workers. Your job depends on it. In this case, how well you listen may affect your future progress in your work.

You have found out already how important good listening is in social life and in happy family living. You know how disturbing it can be when someone fails to give undivided attention in conversation and is unable to contribute when addressed.

In school, you have to absorb everything which is said in class. Your teachers and classmates will present material and explanations that you may not find in your textbooks. You can not always rely on the help of your friends for some point of information you have missed in class. No one else can listen for you. Improving your listening habits and skills will improve all of your school work.

Better listening will also improve your speaking habits, both in and out of the classroom. It will enlarge your vocabulary because you will hear new words and learn how they are used.

You are probably aware that you sometimes learn a new word by hearing it spoken. Have you recently learned any new words this way?

Give three or four whose meanings you know.

____________________ ____________________

____________________ ____________________

From hearing words spoken, you have probably learned pronunciations of which you were previously unsure. Give some examples.

____________________ ____________________

____________________ ____________________

What are some situations in your own life where good listening seems especially important to you? (Be specific.) ____________________

____

____

____

____

Seven Major Reasons Why Good Listening is Difficult

1. The speaker's pace may not be yours. When listening, you have to travel mentally at the pace of the person who is speaking, rather than at your own speed. The speaker may talk too rapidly for you to take in everything he says. Or he may speak so slowly that, between his words, your mind wonders and you find it hard to concentrate on what he is saying.
2. You cannot choose the time and place for listening. You often have to adjust your mood and your power of concentration to difficult situations. If you had a headache while reading a book on your own time, you could put it aside until you felt better. But you cannot do that during a class discussion or lecture. You have to absorb as much information as you can, whether or not you feel well.
3. There may be distractions in the classroom. Perhaps you are interested in some member of the opposite sex sitting near you. Or a friend may pass a note or whisper a bit of news to you or to a neighbor. Your attention wanders from the speaker and you miss something he says. You have a hard time catching the thread of his talk again. The presence of others in the room makes it hard to concentrate, especially when listening.
4. A lecture, discussion, or conversation is a fleeting thing.

What is said one moment is gone the next. You do not have time to recite as the talk unwinds. You cannot play the words over again like a phonograph record, or turn back the pages of a conversation like the pages of a book. If you do not comprehend as it is spoken, you have missed it.

5. It is hard to be as critical as you should be, when you are listening. You should evaluate what is presented to you for learning. You need to think over the material, check interesting points, and compare the material with that which you already know about the subject.

   You do not have as much time for such evaluation when listening to a speaker as you do when reading. Whatever you do know about the subject being discussed, however, will help you assimilate the material much more quickly. But unless the speaker takes long pauses, you will not have much time for judging the value, importance, and the truth of what you hear.

6. A speaker's personality and his delivery may throw you off guard. If a speaker sounds unsure of himself, you might conclude that he does not know his subject. Do not guage his ability by his insecurity. He may sound unsure of himself, and actually be presenting valuable information. So take in all he says and reserve your judgment until later.

7. The reaction of others to the speaker may prove contagious. You may find yourself influenced by classmates' reactions and consequently arrive at a false judgment, of the speaker or his material. This false judgment, whether favorable or unfavorable, may keep you from understanding and properly evaluating what the speaker is saying.

   These are some of the main difficulties of efficient listening in class. But do not be discouraged. You can train yourself to be a good listener, although you will find it definitely worth your while, both now and after you are out of school.

The Listening and Note-taking Tasks

Task 1.

Prepare for listening. When you know the subject of a lecture or discussion in advance, you can prepare to get the most out of it in two ways:(1) review what you already know about the subject, and (2) read as much more about it as you can. Even a little background will give you an idea of what the speaker is talking about and will make it easier to listen to him. Having geared yourself to the general topic, you will not flounder at the beginning of his talk, thereby missing important statements. For example, suppose your class is planning a discussion on the work of the United States Supreme Court. You remember it is the highest judicial body in our government, and it makes final decisions on laws passed by Congress. To sharpen your recollection and extend your knowledge, you read a few pages about it from a book on history or government. You learn among other things that it was Chief Justice John Marshall who, early in the 19th century, established the right of the Supreme Court to state legislature, as well as of Congress. This meant that any state law could be ruled invalid which, in the opinion of the Supreme Court, conflicted with the Constitution of the United States.

In class, your teacher might refer to Marshall as having strengthened the Federal Government, without clearly explaining how. But you would know because you did some preparation. There would be no need for you to pause in your listening to wonder about it, perhaps missing the teacher's next point. Nor would you have to sit through the rest of the discussion in confusion because of your ignorance.

If you have looked over the subject matter to some extent, you are not likely to be upset by the speaker's use of technical terms. If, for example, a speaker uses the phrase _judicial reviews_ without explaining its meaning, you will know what he is talking about if you have done some preparatory reading.

Thus, if you are a little familiar with the subject you can concentrate more easily on the lecture, even in a difficult listening situation. You are able to keep pace mentally with the speaker, absorb what he is saying more readily, retain what you hear longer, and take notes more easily. In short, you can help remedy all of these listening difficulties by preparation. You can listen intelligently.

A little advance reading, however, will not enable you to walk into class with all or even most of the answers. Just avoid going into class unaware and unprepared. Try to know something about the subject.

Make a plan for preparing for a lecture or discussion which you will hear in the next few days.

Subject ____

Topic which will be talked about ________________________

Books you have located in which you plan to do some reading:

Title	Chapters or pages
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________
______________________________	________________

Task 2.

While listening, search for main ideas. Try to determine from the very beginning of a lecture, discussion, or conference where the speaker is headed. What is the teacher's purpose? What ideas is he trying to develop? Any background you have acquired in preparation for the lecture should help you answer these questions. From the moment your teacher starts to speak, concentrate on listening for his main ideas. But also remember as many details as you can.

Sometimes a speaker will assist you by listing his main points at the beginning of his talk. For example, in discussing The Camera Lens, the teacher might say: "I am going to describe a good camera lens by telling about its four most important attributes. These are: first, focal length; second, speed; third, resolving power; and fourth, depth of field." At the end of his talk, he may even summarize what he has said about these points.

If this happens, you are fortunate. You do not have to hunt through all of his statements for the main ideas. When your teacher does not give you a clue about the number and content of his main points, you may have a hard time sifting them out. This process takes skill that requires practice. You have to pay particularly close attention. You may not be able to select the main ideas until a later time when you go over your notes. At the end of class, you may want to compare your list of main points with those of other students to make sure you obtained them all.

During a lecture, do not be sidetracked by irrevelant details such as humorous illustrations, odd expressions, new words or single unimportant facts. Remember what you can of these, but always keep in mind that the main ideas are most important. They are the meat of the subject and of future examinations.

Taking Notes and Writing Precis

Taking notes simply means extracting the most important facts and ideas from what you read or hear. While the notes themselves are useful to you after you have taken them, the actual process of note taking helps you in two important ways:

1. It helps you understand what you read or hear. It keeps you on the lookout for important facts and ideas.
2. It helps you remember. Noting important facts and ideas impresses them on your mind.

One of the purposes of this chapter is to help you develop skill in taking notes.

Taking Notes on Reading

The kind of notes you take depends on your purpose for taking them. If you are taking notes on books you are reading as source materials for a report, you will probably want to note only main points and perhaps a quotation from the author. Your notes may be rather brief.

But if your purpose is to master the facts of an assignment in science or social studies, you will want to write full and exact notes, including all the essential information.

Use the following guides as you take notes on reading.

Guides for Taking Notes on Reading

1. Decide on your purpose for reading the passage.
2. Read the entire passage first. Then decide whether you need to record minute details or merely main ideas.
3. Look for the main ideas. Frequently you will find these in topic sentences. Connecting words such as second, third, however, besides, and therefore will tell you that a new idea is coming along.
4. Be concise. The value of notes is that they give briefly the important points.
5. Write most of your notes in your own words. If you quote any material, be sure to use quotation marks.
6. Make your notes clear. Abbreviate if you wish but if you make up your own abbreviations, be sure you can understand them later.
7. To make the chief ideas stand out, underline key words and phrases.
8. Do not copy your notes. This is a waste of time. With practice you can learn to take notes that are neat and orderly.

Taking Notes

The notes you take on your lecture or reading assignments are basic guides in your study and learning. Your knowledge of the subjects you are studying is not likely to be any better than the notes you construct during the course of your study. Good notes have several specific functions.

1. They help you understand the author's or teacher's plan of presenting his materials.
2. They help you retain what you learn, with greater accuracy and for a longer period of time.
3. They provide you with concise and complete outlines for review especially in preparing for examinations.
4. Notes are also useful in the writing of a term paper or research report.
5. They help you in the daily preparation of assignments.
6. They help you to concentrate on the materials the writer or speaker is presenting. Note taking is a form of self recitation which promotes both concentration and retention. Good note taking is an active process which requires thinking. Thinking is the basis of learning.
7. They help you identify the basic or essential materials in a course.

The following suggestions will help you take the kind of notes that will be of greatest use to you all of your learning situations. Read these suggestions carefully, and incorporate them in your note taking habits.

Take notes in all learning situations

Your notes should include the essential materials or ideas gotten from your textbook, outside reading assignments, lectures, classroom discussions, field trips, film viewing, etc.. All of these different kinds of experiences are provided as a means of promoting learning. Consider all of them as being important. Record the basic ideas secured from all learning situations.

Develop some simple, but usable system of "shorthand"

If you have already developed some skill in one of the standard systems of shorthand, then use it in your note taking whenever feasible. If you are not so fortunate, work out some simple shorthand system of your own. Invent shortcuts. Use abbreviations initials short phrases, or other symbols to represent the ideas you wish to record in your notes. These ideas will come from your readings, lectures, class discussions, and other learning experiences. For example, use numerals instead of writing out numbers, use initials when referring to the names of important persons. Make use of such abbreviations as *re* for concerning, *e.g.* for example, *i.e.* for that is, etc.. Also, make use of mathematical symbols such as the *plus*(+) sign for *and*, the *equal* (=) sign to indicate a relationship between certain ideas or propositions, and the *therefore* (.˙.) symbol whenever indicating deduction of inference. A shorthand system reduces the time involved in writing complete sentences. In learning situations, you should spend most of your time in getting the *meaning* of the experience, and not in writing notes. One exception to the use of abbreviations is in the case of taking notes on materials which are highly technical. In technical materials, almost every word is "loaded" with meaning which is vital to an understanding of the sentences which follow. With such materials, it might be better to use phrases or complete sentences in your notes, especially if it is your first experience with the topic. This practice results in notes on technical materials. It is usually more difficult to "read between the lines" in technical materials than with materials of a more general nature.

Do not take notes which are too detailed

Even with some system of shorthand, don't take notes in too much detail. The important thing to remember in note taking is to record the *essential* facts or ideas, and *not all* the facts or ideas presented by the writer or speaker. The purpose of notes is to furnish you with clues which will help you recall relevant ideas when you review or study your notes. The effort required in taking notes which are too detailed will prevent you from concentrating on the *meaning* of the material the speaker or writer is presenting.

Assume an active meaning-seeking attitude when reading or listening

Concentrate on getting the *meaning* out of your learning experiences. In reading this practice will require that you get an overview of the purpose of the materials you will read before making any notes on them. This can be gained by scanning the materials, looking at section or topical headings, or by reading the summaries whenever they are provided. Then in the more serious reading of the materials, set out to find answers to questions suggested by this initial scanning or summarizing. For example, the chapter heading in a book might be - "Basic Skills in Note Taking." Thumb through this chapter to see what topics or skills are discussed. Then on the serious reading of this chapter, your notes should list each of the skills discussed, and each skill listed should be followed with a condensed explanation of the skill or answers to such questions as: What is the meaning of this skill? How can it be acquired? Your notes on reading such a chapter might look something like this:

1. Shorthand skills

    Shorthand - using initials, abbreviations, symbols ...

2. Condensing skills

    Condensing - rephrasing in own words ...

    Acquired - to get meaning prior to note taking ...

Likewise, if listening to a lecture on "Basic Skills in Note Taking," and the lecturer makes the statement "The skills important to note taking are -," wait until he has given the skills before you start to take notes. If he states the skills before giving any explanations, then list the skills in the same order he gave them, and leave a space for writing a condensation of the explanations that he will give later. The lecturer might explain each skill mentioned before proceeding to name and discuss another skill. If this is the case, then your notes will follow the same order. That is, you will list a skill, follow it with a brief explanation of its meaning, before listing another skill. After class you may want to revise these notes by writing down all these skills together so that you will be able to see them at a glance.

In assuming an active meaning-getting attitude ask yourself such questions as - Do I understand what I am reading or what is being said? What is this all about? Do I agree with it? Then proceed to condense the reading, lecture or discussion by recording the "meat" of it in your notes.

Use your own words in note taking

After getting the meaning of what the speaker or writer has presented then proceed to condense and rephrase it in your own words. During your review of these notes, your own words will have more meaning to you than will those of the speaker or writer. Then too, this practice is a test of whether you understand what the speaker or writer has presented. To rephrase something in your own words demands some understanding of the materials. The practice of rephrasing materials in your own words is a kind of self-recitation which forces you to do some thinking about the materials. Thinking increases understanding. The net result will be that your learning will be more useful, and will be retained for a longer period of time.

Prepare for note taking before going to class

This not only means having necessary equipment such as pencils, a pen, and notebook, but it also involves reading or studying the assignment before class. This prior study helps you to anticipate what is coming and gives you a "framework" through which you will be able to get more meaning from the class lecture or discussion. This increased meaning secured from materials will result in more meaningful notes being taken.

Don't hurry your notes

Good notes are both readable and accurate. Don't hurry your writing so that you will not be able to read it once it is "cold". The primary cause of hurried notes is an attempt to take notes which are too much in detail. Some persons write so frantically during class that not only will the writing be illegible but there will have been so much concentration on writing that no meaning will have been obtained from the lecture or discussion. Check the accuracy of your lecture notes by comparing them with those of your classmates, or by consulting the teacher on points at which you have some doubt. If you have some doubt. If you miss a point while listening to a lecture, don't try to recover it at that moment. This may cause you to miss the next point. Leave a blank space on the page and get the point from a classmate or from the speaker immediately after the lecture.

Notes should be neat and in good form

Give each page of your notes a clear and accurate title. Also number each page of notes taken on a topic. This practice not only facilitates review by enabling you to quickly find wanted materials, but in case your notes get mixed up accidentally, you will know "what goes with what."

Leave a margin of about two inches on each page of notes. This will provide space for additions or corrections. When reviewing you may also wish to indicate your reaction to the materials by writing brief notes at the appropriate place in the margin. For the same reason it is also a good practice to take notes only on one side of the page. The reverse side can be reserved for additions, observations, or reactions.

It is usually a good practice to write notes in ink. Ink is more durable and is usually more easily read. If you are in the beginning stages of acquiring skill in note taking pencil notes might be better since these notes will have to be corrected or revised before being recorded in final form with ink. Don't impair the effectiveness of your notes by decorating the page with doodling. Idle drawings or figures only imply that your attention was divided. For this reason, you may doubt the accuracy or completeness of your notes. Notes taken under such conditions are usually not useful in reviewing. In addition, the drawings or figures on the page serve to distract you when attempting to review them. Concentrate on the learning experience at hand, and practice your art work at some other time.

Re-write or revise your notes as needed

The ultimate goal of note taking is to be able to take notes which do not need revising. However, until you have acquired such an ability, you may find the need to revise your notes daily. You may need to do further condensing of the notes you take in class, delete irrevelant materials, or add important points missed in the initial note taking. Strive to improve your note taking skill to the point where revisions will be unnecessary or where there will be a minimum of such revision.

Organize and combine your notes

All notes should be organized in a logical manner so as to show the proper relationship of facts recorded. For example, if notes concern steps or procedure in a process, then the steps should be listed in the same manner as they would naturally occur. Definitions should be placed in proximity to the word being defined. Likewise, notes from various sources but on the same topic, should be combined. That is, combine notes on a topic that might have come from listening to a lecture, a class discussion, textbook or other reading, viewing a film, etc.. These notes from various sources give fuller meaning to the topic, and should be placed together where they will not be overlooked when reviewing the topic. Some students make the mistake of having reading notes appear in one place in the notebook, lecture notes in another, chemistry notes on the same page with English notes, etc.. Such practice not only leads to confusion, but renders your notes practically useless.

Use one notebook cover for all of your notes

Keep notes on all of your subjects in one loose-leaf notebook. When you get the habit of carrying one notebook, you will be assured of always having notes you might need at a particular time. In attempting to keep up with many notebooks, you will often find that the notes you need might have been left at home through mistake. While you will keep notes on all subjects in one notebook, reserve a section in the notebook for each subject. Cardboard dividers will be needed to make the separations. Also reserve a section in this notebook for recording all assignments immediately when given. This is another reason for having the notebook with you at all times.

Keep special research or theme notes in a usable form

In taking notes on your reading in preparation for writing a special research report or term paper it is a good policy to place such notes on index cards. The size of the cards used will depend upon many factors such as the form of the notes - whether in outline or summary form, the number of cards needed, etc.. However, a 3 x 5 or 4 x 6 card is usually satisfactory, and makes for easy handling. Have one card for each reference source used. The card should contain the correct identification of the reference and the source from which it came. This will include the name of the author(s), including the initials; the title of the book or article; the name of a publisher, if a book; or if an article is cited, the name of ther periodical in which it is found, including the volume and the page number. The important part of the card, however, will contain your notes on your reading of the book or article. As in the case of all note taking, the purpose is to record the basic or essential ideas presented.

Review your notes daily

Review daily the notes from each class. Do this as soon after class as possible. This daily review of notes is in addition to the one hour that you will set aside for reviewing each subject each week.

How to Make Notes on Lectures

When a person is listening to a speech over the radio, to a sermon in church, or a lecture in the classroom, he must participate actively, not listen passively. The ideas that he is hearing cannot be recaptured; they must immediately be accepted or rejected as essential or non-essential. Those ideas that he judges worthy of recording must be jotted down in some way that has meaning for the note maker.

No two people make notes in the same way. Upon occasion one student asks another for his lecture notes on a given subject. The second student is quite willing to oblige but invariably adds, "I doubt that you can make any sense out of them." The borrower usually discovers that it is difficult to get meaning from the other fellow's system of short cuts and abbreviations, his failure to indent to show importance of ideas, and his handwriting which is legible only to the writer.

However, here are a few suggestions. First, the mind should be ready to receive intelligently the new information. How is that accomplished? If the student has organized his notes from the last meeting of the class, he will not only have eliminated their sketchiness and lack of form but he will also have gained new understandings, seen new relationships. This preparation makes him ready to perceive the new and to tie it up with the old. Almost always textbook and reference books are used in lecture courses.

The sections that deal with the lecture material should be carefully read to provide an organized background of information.

Next, if learning is going on during the lecture hour, students must have sufficient confidence in their abilities to feel capable of adding something to what they receive. If they are judging these new ideas, relating them, or reacting to them, they have eliminated the passive listening attitude which makes lecture hours a boredom.

Good notes are brief. To have time to think, students must confine themselves to recording basic ideas. When students mechanically write much of what they hear, they soon fall behind the thoughts of the lecturer, lose interest, and become inattentive.

Authorities agree that another quality of good notes is the use of the words of the note maker, rather than the exact words of the lecturer. This self-expression generates thinking in the mind of the latter; the ideas on the page become alive and meaningful. Of course, if the data is a formula, a reference, a quotation, a definition - in short, any specific fact - it is necessary to record the exact words of the lecturer.

Even good students sometimes miss points in a lecture. In such a situation, the sensible and fair thing to do is to leave a space and to continue with the lecturer. A neighboring student will be willing to supply the information after class.

Titles, introductions, transitional words, repetitions voice inflections, and summaries are rather dependable cues for getting main ideas from a lecture. More skillful note making can be acquired with exercises which give practice in using these cues.

If notes are to possess characteristics of good notes and to serve as a permanent record for review, they must be rewritten carefully as soon as possible unless the student has perfected his note making. Besides this process of reorganizing notes between lectures will help the person to think more clearly and to get ready to profit from and enjoy the next lecture.

In one section of a notebook it is helpful to have notes on the same subject from lectures, textbooks, reference books with the student's reactions attached. A master outline containing notes from various sources assists the student in discriminating and assembling the essential facts.

Note-Taking

Activity:

Review Exercise

Make preparation for an actual lecture or discussion which you know will take place in one of your classes within the next few days.

Subject, problem, or question which will be taken up:

Type of meeting (lecture, discussion, conference, or other):

Time schedule: (date and hours):

Summarize what you already know about the subject to be discussed:

Find a book which deals with this subject and which would be helpful in preparing yourself for the meeting.

Author, title, and date of publication of book:

Portion of book that applies (chapter or pages):

Read the above portion of the book and summarize the background it gives you.

During the meeting, take notes on a separate sheet of paper and revise them on another page at a later time.

Note-Taking

Activity:

Review Exercise

After you have attended the meeting, answer the following questions:

List what you regard as the main ideas developed by the speaker or speakers during the meeting:

Did you encounter any difficulties in determining the main ideas: What were they and how did you solve them?

Activities:

1. Choose a section in your social studies textbook. Write notes that are so complete that you could use them to master the information in the section without again referring to the textbook.
2. Take notes on an editorial, a news story, or a magazine article. Using the notes, write a summary of what you have read.
3. Using the Readers' Guide, find an article about a hobby - your own hobby or one you would enjoy. Read the article and take notes. Use the notes to report on what you have read.
4. Read a short biography of your favorite author or of the author whose book you are reading as an English assignment. Save the notes to use when you interpret the books to others.
5. Take notes on an assignment in English. Compare your notes with those of your classmates. Which sets of notes are best?
6. Take notes on assignments in two other subjects such as science and social studies. Compare your notes with those of your classmates.
7. Ask your mother how she makes one of your favorite dishes. Take notes on the directions she gives you. (This exercise is for boys as well as girls!)
8. Plan to listen to a radio or television speech or panel. Take notes. Use these in class (1) to discuss what you heard, and (2) to evaluate notes you took.

Writing A Précis

The president of a large corporation recently sent the following memorandum to his executive assistant: "The attached 100 page report has just come in from Research and Development about setting up a new plant in Cuba. Will you please prepare a one-page summary for me to present at the Director's meeting tomorrow."

It was a big job, 100 pages of reading. It was a hurry-up job, to be done overnight. It was an important job because it must be presented to the corporation's board of directors with a recommendation for action.

The executive assistant worked all night, prepared a précis, and had it ready for the president early the next morning. A précis (pray-see) is a summary of the basic ideas presented in a long piece of writing. It presents the basic ideas without detail, without reasons, without illustrations. But a good précis is itself an explanation, and it will therefore show the original writer's logic or the basis of his argument.

You will write a précis largely in your own words, but you will use key words and phrases from the original. In this respect a précis differs from a paraphrase, which is a restatement in words different from those of the original.

Skill in writing précis (the word is the same in singular and plural) will be of great aid in your school work. Portions of a book report, for example, may require a précis. When you are asked on a test to explain photosynthesis or the cause of World War I, your answer will be a précis.

In business, industry, and government, the flow of printed, typed, and mimeographed materials has reached flood proportions. Persons in responsible positions do not have time to read everything that reaches their desks. They must rely on clear, accurate précis.

How to write a précis

1. Read the selection carefully to grasp its meaning.
2. Read the selection a second time and take notes on the chief ideas.
3. Write the precis from your notes, using not more than one-third, preferably only about ¼, of the number of words in the original. Use your own words, and revise your work to improve the composition.
4. Check your précis with the selection. Make sure you haven't omitted any important part of the thought. Make sure you haven't emphasized any point more than the author does. Give each idea the same relative amount of space, degree of importance, and order of expression in the precis that the author gives it in the original.

Activities:

Read the following paragraph and write a précis.

> Security is mostly a superstition. It does not exist in nature, nor do the children of men as a whole experience it... Avoiding danger is no safer in the long run than out right exposure ... Life is either a daring adventure or nothing ... Serious harm I am afraid, has been wrought to our generation by fostering the idea that they would live secure in a permanent order of things... They have expected stability and find none within themselves or in their universe. Before it is too late they must learn and teach others that only by brave acceptance of change and all-time crisis-ethics can they rise to the height of superlative responsibility. (113) - Helen Keller

Example: Security is non-existent in nature and virtually so among men. Failure to accept this fact has harmed us. We must learn and teach the acceptance of change if we are to achieve responsibility. (33 words)

In studying the précis, note that it is about one-third the length of the original. In the original, three ideas stand out. These are of equal importance. In the précis each is expressed in a separate sentence.

Notice that the second sentence and third sentence in the original do not add a new idea. They merely develop the idea expressed in the first sentence, that there is no such thing as security.

Précis

Taking Examinations

How to Take an Essay Test

In an essay test, the teacher presents one or more items that are questions or statements to which you are to respond.

In answering an essay test item, you express your knowledge or ideas in essay or outline form. Your teacher will mark your answer on the basis of the quality of what you write, not the quantity. You may write as much or as little as you want to and have time to write. In general though, you should keep your answers brief and to the point.

In addition, keep in mind the following points:

1. Read all the items in an essay before you begin to answer the first item. By skimming the test as a whole, you get a clearer idea of the content covered. You also start thinking about each of the items, how they are related to each other, and if they overlap each other. Notice, too, whether you are expected to answer all the questions or whether there is some choice; and whether some questions count for more than others.
2. If you come across a difficult test item, skip the item temporarily - and later go back to it. If you spend too much time on a difficult item, you will not have enough for the others. As you answer the other questions, however, reserve time for the one that gave you trouble. When you return to it, you may find that it is easier than you thought. Also, your answers to the other questions may help you answer this one.
3. Budget your time. As you first read the whole examination, estimate how much time you should spend on each test item. If the test has five items and if you have 50 minutes to answer them, for instance, you can spend an average of 10 minutes on each item. However, the more difficult an item is - or the more points it counts for - the more time you should allow for it. While you are taking the test, glance at the clock from time to time to see how many minutes you have left. Try to answer all of the test items as well as you can during the available time.
4. Read each test item carefully. If the item is in the form of an instruction, it will start with a verb, such as describe, explain, list, or compare. Do exactly what this verb tells you to do.

If an item asks for chief differences, give these differences. Do NOT give causes or events. And do not give MINOR differences. If an item asks for THREE major causes, give three causes. Present these in the order of their importance.

To sum up this point - before you answer a test item always read carefully at least twice. Be sure you understand the questions or directions. Think before you write.

5. Make an outline of your answer. Jot down your ideas and then organize them. List your ideas in a brief rough form on scratch paper. Leave plenty of space between ideas so that you can make changes. Organize these ideas in the form of an outline - the main ideas and the supporting ideas. If necessary, change the order of the ideas by writing a new number beside each item. Then use this working outline to write your answer to the item on your test paper. If you follow the suggestion just given, you will not waste time in copying and recopying your ideas before writing your final answer.
6. Write your answer to each test item as briefly as you can without omitting necessary facts. Put in only the essential details. Do not include ideas that do not answer the item. Do not pad your answer; stick to the point.
7. Write your answers in legible form. That is, write so your teacher can easily read your answer - without eyestrain or without guessing. Obviously, if your teacher cannot read your handwritten answer, he cannot give you credit for it.
8. Use correct and appropriate language. Make certain that the subject and the predicate in each sentence agree in number and that the tenses of your verbs are the same. Also check on your spelling, capitalization, and punctuation. In general, do not use slang. If you use correct English, your teacher is more likely to give you full credit for your answers. If you make mistakes in English, he may deduct points from your total test score.
9. After you answer all the test items, reread and edit your test paper. Be sure that you have answered all of the test items and all of their parts, if any have more than one part. Read your paper to correct or to improve its contents. Read your paper again to correct errors in grammar or language usage. Read your paper a third time to correct errors in spelling, capitalization, and punctuation.

The Tasks in Writing Essay Examinations

Task 1.

Underline important words in the directions.

- (a) Compare means to find similarities and differences between two or more things.
- (b) Contrast means to find differences between two or more things.
- (c) Define means to set forth the meaning. It is a good idea to follow a definition with an example.
- (d) Describe means to give an account of.
- (e) List means to record a series of things such as words, names, or facts. The items should appear under each other in regular list order.
- (f) Explain means to clearly state and interpret the details surrounding an object or an incident.
- (g) Illustrate means to make clear by giving an example.
- (h) Outline means to summarize by a series of headings and subheadings.

Task 2.

Outline the answer to each question.

Task 3.

Budget your time.

Task 4.

Begin a new paragraph for each point.

Task 5.

Proofread your answers.

Exercise:

Show that you understand the meaning of each of the above verbs by carrying out the following exercise. Consult a science book or an encyclopedia, if necessary to get the information.

(a) Compare the formation of rain and snow.

(b) Contrast weather and climate.

(c) Define meterology.

(d) Describe the formation of a tornado.

(e) List three instruments used in forecasting weather.

(f) Explain how a thunderstorm is caused.

(g) Illustrate some of the practical uses of weather forecasting.

(h) Outline the work of a weather forecaster.

How to Take Objective Tests

The different types of objective tests, in the order of their frequency of use, are as follows: (1) Multiple-choice; (2) Matching (a variation of multiple-choice); (3) Classification; (4) Completion; (5) True-false; and (6) Rearrangement.

1. Multiple-choice items: In a multiple-choice test, you are given the first part of a statement and several choices with which to complete the statement. One of these choices is correct; the others are incorrect. If the item is a good one, each of these wrong answers seems correct.

   To assemble materials means
   - (a) to make them look alike
   - (b) to report upon them
   - (c) to gather them in one place
   - (d) to read about them
   - (e) to destroy them

2. Matching item: In a matching test, you are presented with two lists of items. An item in one list is to be matched with an item in another list. Such a test is well suited to the matching of authors and their books, of events and dates, of rules of grammar and applications, of scientific terms and their definitions, and of names of places and locations on a map.

   Match the authors and their books. At the left of each author's name, write the letter that indicates the book or play that he wrote.

________	William Shakespeare	a. A Christmas Carol
________	Charles Dickens	b. Romeo and Juilet
________	Mark Twain	c. Adventures of Tom Sawyer
		d. Little Women
		e. Robinson Crusoe

3. Classification: In a classification test item, you are given a number of objects or ideas that belong in the same group or class and one that does not. You are to identify that one thing.

   Which animal does not belong with the others? Mark a check at the left of the correct choice.

   a. Ape
   b. Elephant
   c. Kangaroo
   d. Shark
   e. Whale

4. Completion: In a completion test item, you are given part of a sentence and must complete it. This type of item is best for testing your ability to remember or recognize a specific fact such as a date, a name, an event, or a scientific or mathematical formula. It does not do a very good job of testing your ability to interpret a complex idea.

   On the blank line, write in the correct answer.

   Columbus discovered America in ______________________.

5. True-false: In a true-false test item, you are given a statement. After you read this statement, you are to mark it "+" if it is true, or "0" if it is partly or wholly false. Because a true-false item has only two possible answers, you can guess correctly half the answers in such a test even if you know nothing about the subject covered by the test items. In a true-false test, moreover, you can often find such qualifying words as all, none, always, never, in some of the items. An item that has such a "cue" word is nearly always false. In this type of test, you will also find items with other qualifying words that provide cues to the correct answers. If a statement has the word should, or must it is usually false. If a statement has the word might or may it is usually true.

   If the statement is true mark a "+" at the left of it. If the statement is false, mark "0" at the left of it.

   ___________ The President of the United States is commander-in - chief of the armed forces.

6. Rearrangement: In a rearrangement test, you are presented with a group of items that you are to number in the correct order - for instance, cities in the order of their population sizes; events in the order of their importance. This type of test is a good measure of your ability to recall or to judge the relationship of things to each other.

   Number the following cities in order, beginning with the city with the largest population and ending with the city with the smallest population.

   __________ Chicago　　　__________ New York

   __________ Los Angeles　　　__________ Philadelphia

Of the six different types of objective tests just illustrated, the multiple-choice type is most widely used. This type is among the best because it can be used to measure not only knowledge of a fact but also understanding of complex ideas.

The Tasks in Taking Objective Examinations

Task 1. Budget your time.
Task 2. Underline important words in the directions.
Task 3. Consider recollections but with caution.
Task 4. Underline important words in each item.
Task 5. Answer the easy items first.
Task 6. Interpret items with common sense.
Task 7. Proofread your answers.

Here are the correct answers to How to Take Objective Tests:

1.- c
2.- William Shakespeare - b; Charles Dickens - a; Mark Twain - c
3.- d
4.- 1492
5.- [illegible]
6.- New York - 1; Chicago - 2; Philadelphia - 3 Los Angeles - 4